

Professional-Technical Education # 363

Family and Consumer Sciences Education

Early Childhood Professions

Activity/Resource Guide
August, 1999

Grades 11-12

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Introduction

The purpose of these materials is to assist in the development of and provide guidance to teachers of an Early Childhood Professions course. It is hoped that teachers will use these activities as a basis for planning an experience that exposes students to knowledge and skills common to early childhood professions.

This course will:

1. Explore career opportunities in child care and related services
2. Develop employability skills
3. Examine standards and policies in the child care industry
4. Analyze growth and development of the young child
5. Identify strategies for working with children with special needs
6. Promote positive guidance of the young child
7. Identify developmentally appropriate early childhood education curricula activities
8. Establish and maintain a safe and healthful learning environment
9. Examine entrepreneurship opportunities in the child care industry

What does a Typical Classroom Look Like?

Because this course emphasizes full-class participation, teamwork, and individual projects and/or study, there should be enough room for tables, chairs, equipment, and lab stations. Work stations should have electrical outlets. There should be enough storage space to contain resources, display activities, materials, software, and unfinished projects.

Both reusable and consumable instructional materials are generally used in this experience. If there is not enough money in the school budget to purchase materials, equipment, and books, outside funding and/or in-kind services may be required. Some teachers may need to develop classroom materials themselves. If so, adequate time for developing the materials should be allowed.

Equipment might include an overhead projector, computers, videos/VCR's, camcorders, microcomputer courseware, and video courseware. Special locks or other security precautions may need to be taken to protect equipment.

The teacher is the instructional facilitator and the manager of the classroom environment and resources. He/she helps students identify instructional goals and creative activities, moves about the classroom observing and giving assistance, and works with other teachers to plan and deliver the curriculum. The students are active rather than passive learners. They do individual and group work. They develop skills through hands-on activities, test theories, and relate and/or

apply what they learn. The classroom is always alive with activity, sounds, and conversation. The purpose of this curriculum is to help students make connections. The one condition that makes this happen is teachers planning and teaching together. Teachers can work together to integrate the curriculum.

At least one teacher on the team is vocationally certified in Family and Consumer Sciences. The teachers should regularly attend in-service activities and conferences to update and upgrade teaching and content knowledge. Internships for the instructors are recommended to keep current in business and industry techniques.

Recommended Text

It is recommended that instructors use the following textbook in conjunction with the activities included in this guide:

Herr J. (1998). Working with Young Children. Tinley Park, IL: Goodheart-Willcox Co., Inc..
ISBN # 1-56637-387-5

- Teachers Resource Guide
- Student Activity Guide
- Observation Guide

For your convenience, chapters and activities in this textbook and accompanying guides have been cross- referenced with the Early Childhood Professions curriculum framework in each section of the activity guide.

Sample Activities

The following activities, in addition to other activities and lessons, can be used as supplements to the curriculum framework to teach the competencies. These activities may be used as written or adapted to meet the needs and abilities of individual students. Teachers should consider other combinations and activities.

Activity 1	Early Childhood Careers Discussion
Activity 2	Getting Acquainted with a Child Care Center
Activity 3	Characteristics of Child Care Providers
Activity 4	To Teach or Not to Teach
Activity 5	Personal Assessment
Activity 6	Interviewing for a Job
Activity 7	Resume Writing Tips
Activity 8	Keeping Your Job
Activity 9	How Do I Deal with the Child Who___?
Activity 10	Child Development Theorists
Activity 11	Growth and Development Project
Activity 12	Ages and Stages
Activity 13	Fostering Creativity
Activity 14	Dramatic Play Box
Activity 15	Children's Games
Activity 16	Writing Lesson Plans
Activity 17	Oh Baby, What a Brain!
Activity 18	Guiding Children with Special Need Resources
Activity 19	Adapting Activities for Children with Disabilities
Activity 20	Encouragement or Praise?
Activity 21	Guidance for Young Children
Activity 22	Learning Centers for Infants & Toddlers
Activity 23	Immunizations for Children
Activity 24	Emergency!!
Activity 25	Nutrition Know-How
Activity 26	USDA Guidelines: Meal Patterns for Children Ages 1-12 Years
Activity 27	Adaptation of Entrepreneurship Star Event Child Care Services

The following is a list of the sample activities which correspond with the Early Childhood Professions curriculum framework competencies. This is *only* a guide. This list does not limit other possible combinations and should be used only as a reference. This chart shows which sample activities help teach more than one competency and also the variety of activities for a particular competency.

Competency	Sample Activity
01. Explore Career Opportunities in Early Childhood Professions	
01.01 Analyze Various Career Paths Within Early Childhood Education and Related Services	1, 4, 5
01.02 Identify Child Care Career Opportunities in Various Types of Child Care Settings	2, 4, 5
01.03 Examine Personal and Professional Qualifications for Career Paths in Early Childhood Professions	1, 3, 4, 5
02. Develop Employability Skills in Early Childhood Education Settings	
02.01 Demonstrate Skills Needed to Obtain Employment	6, 7
02.02 Demonstrate Skills Needed to Maintain Employment	3, 8, 16
02.03 Demonstrate Skills Needed to Advance in Employment	8
03. Examine Standards and Policies in Early Childhood Professions	
03.01 Demonstrate Professional Practices and Standards Related to Working with Children	8, 16

03.02	Examine Federal, State, and Local Regulations and Policies Governing Early Childhood Facilities	27
04.	Analyze Growth and Development of the Young Child	
04.01	Review Child Development Theories and Developmental Stages of Children	10, 11, 12, 17, 22
04.02	Facilitate Physical, Intellectual, Social, and Emotional Development of Children	10, 11, 12, 17, 22
05.	Promote Positive Guidance of the Young Child	
05.01	Demonstrate Techniques for Positive Relationships with Children	9, 16, 17, 20, 21
05.02	Provide Guidance that Promotes Positive Self-Concept	9, 17, 20, 21
05.03	Develop Skills for Promoting Positive Relationships with Parents and Caregivers	20
06.	Identify Developmentally Appropriate Early Childhood Education and Services	
06.01	Demonstrate Integration of Curriculum and Instruction to Meet Developmental Needs and Interests	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22
06.02	Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Intellectual, Social, and Emotional Growth	11, 12, 13, 14, 15, 17, 18, 19, 22
06.03	Develop Skills for Working with Special Needs Children	12, 16, 18, 19, 21

07. Establish and Maintain a Safe and Healthful Learning Environment

- | | | |
|-------|-------------------------------------------------------------------------------|-----------------------|
| 07.01 | Demonstrate a Safe Learning Environment for Children | 23, 24 |
| 07.02 | Establish and Maintain a Safe and Healthful Learning Environment for Children | 9, 11, 23, 24, 25, 26 |
| 07.03 | Conduct Positive Food Experiences for Children to Promote Healthy Eating | 25, 26 |

08. Examine Entrepreneurship Opportunities in the Child Care Industry

- | | | |
|-------|--------------------------------------------------------------------------------------------------------------|-------|
| 08.01 | Analyze Opportunities and Options for Becoming an Independent Business Person in Early Childhood Professions | 27 |
| 08.02 | Examine the Requirements for Starting a Home-Based Business | 27 |
| 08.03 | Develop Business Management Skills in Planning a Business in Early Childhood Professions | 3, 27 |

01: Explore Career Opportunities in Early Childhood Professions

Competencies	Activities
01.01 Analyze Various Career Paths Within Early Childhood Education, and Related Services	1, 4, 5
01.02 Identify Child Care Career Opportunities in Various Types of Child Care Settings	2, 4, 5
01.03 Examine Personal and Professional Qualifications for Career Paths in Early Childhood Professions	1, 3, 4, 5

RESOURCES

Working with Young Children Chapters 2, 32

- Teacher's Resource Guide
 - Child Care Program Comparison p. 47-48
 - Standards of Quality for Child Care p. 49
 - The Interview (31-36) p. 410
- Observation Guide
 - Types of Early Childhood Programs p. 13
 - "A Career for You in Child Care" p. 303-304

Guest Speakers

Invite speakers from different professions who work with children on a variety of levels. Have each identify the skills and qualifications they must possess to effectively work with children.

- Early Childhood Education Teacher Panel
- Speech Therapist
- Social Worker
- Pediatrician
- Child Advocate
- Parent
- Child Psychologist
- Camp Counselor

Web Sites

- Center for Career Development in Early Child Care and Education
<http://ericps.crc.uiuc.edu/ccdece/ccdece.html>
- Center for Early Childhood Leadership
<http://www.nl.edu/cecl>
- Child Care Parent/Provider Information Network
<http://www.childcare-ppin.com>
- American Montessori Society
<http://www.amshq.org>
- National Network for Child Care
<http://www.nncc.org>
- Idaho Department of Health and Welfare
http://www.state.id.us/dhw/hwgd_www/home.html
450 W. State Street
Boise, Idaho 83720-0036
(208) 334-5500
- Early Childhood Clearinghouse
<http://www2.state.id.us/idaho.child>
- National Head Start Association
<http://www.nhsa.org>
- National Education Association
<http://www.nea.org>
1201 16th Street NW
Washington DC 20036
- National Child Care Information Center
<http://www.nccic.org>
- Big Brothers Big Sisters of America
230 N. 13th Street
Philadelphia, PA 19107
215-567-7000
FAX 215-567-0394

02. Develop Employability Skills in Early Childhood Education Settings

Competencies	Activities
03.01 Demonstrate Professional Practices and Standards Related to Working with Children	8, 16
03.02 Examine Federal, State, and Local Regulations and Policies Governing Early Childhood Facilities	27

RESOURCES

Working with Young Children Chapters 28, 29

- Teacher's Resource Guide
- You are Liable p. 148
- Liable (#30) p. 144

Guest Speakers

- Parents – how they chose child care programs
- Licensing Specialist – discuss regulations related to school-age child care programs
- Home Based Child Care Provider – discuss regulations, policies and practices they must follow

Web Sites

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org>

American Association of Family and Consumer Sciences

<http://www.aafcs.org>

Idaho Licensing Regulations

<http://www.nncc.org/states/id.html>

Idaho Rules for Child Care Facilities

<http://nrc.uchsc.edu/idaho/idaho.htm>

Who's Watching Our Children?

<http://www.doiknowyou.com>

04. Analyze Growth and Development of the Young Child

Competencies	Activities
04.01 Review Child Development Theories and Developmental Stages of Children	10, 11, 12, 17, 22
04.02 Facilitate Physical, Intellectual, Social, and Emotional Development of Children	10, 11, 12, 17, 22

RESOURCES

Working With Young Children Chapters 4-7, 30

- Teacher's Resource Guide
Introductory Activities (# 2) p. 97
Patterns of Physical Development p. 91-93
Judgment of Self-Worth p. 101

Guest Speaker

- Coach – discuss the benefits/drawbacks of competitive sports for children
- Nurse/teacher/etc. – discuss the rewards/challenges of working with children

Web Sites

- I am Your Child
<http://www.iamyourchild.org>

Books

- Rethinking the Brain: New Insights into Early Development. Rima Shore. Family and Work Institute. 1997. New York, NY.
ISBN # 1888324-04-X

05. Promote Positive Guidance of the Young Child

Competencies	Activities
05.01 Demonstrate Techniques for Positive Relationships with Children	9, 16, 17, 20, 21
05.02 Provide Guidance that Promotes Positive Self Concept	9, 17, 20, 21
05.03 Develop Skills for Promoting Positive Relationships with Parents and Care givers	20

RESOURCES

Working with Young Children Chapters 13-14, 31

- Teacher's Resource Guide
 - Guidance on the Spot p. 185-186
 - Suggestions for Talking with a Child p. 188
 - Reactions to Tension (# 23) p. 196
 - Parent Relationships p. 397
- Observation Guide
 - Techniques for Effective Guidance p. 121-122
 - Evaluating Self-Concept p. 123-124

Books

- Constructive Guidance and Discipline: Pre School and Primary Education. 2nd Ed. Boesser, Cindy (contributor), Fields, Majorie Vannoy. 1997. Prentice Hall.
ISBN # 013862111X

06. Identify Developmentally Appropriate Early Childhood Education

and Services

Competencies	Activities
06.01 Demonstrate Integration of Curriculum and Instruction to Meet Developmental Needs and Interests	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22
06.02 Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Intellectual, Social, and Emotional Growth	11, 12, 13, 14, 15, 17, 18, 19, 22
06.03 Develop Skills for Working with Special Needs Children	12, 16, 18, 19, 21

RESOURCES

Working With Young Children Chapters 17-27

- Teacher's Resource Guide
 - Introductory Activities (# 1) p. 223
 - Writing a Lesson Plan p. 234-235
 - Paste Recipes p. 244
 - Painting Activities p. 245
 - Value of Puppets p. 268-269
 - Mathematical Classroom Materials p. 285-286
 - Learning Science through Cooking p. 298
 - Social Studies Themes p. 307
 - Favorite Finger Plays p. 339-342
 - Pre-trip and Post-trip Activities p. 356
 - A Child with Special Needs p. 387-388
- Observation Guide
 - Evaluating a Socio-Dramatic Playp. 185-187
 - Activity
 - Planning a Play or Puppetry Activity p. 189-192
 - Guiding Children with Special Needs p. 297

Guest Speakers

- Parent Panel – discussing food likes and dislikes of young children
- Child Care Teacher – discuss typical daily activities and favorite activities of children
- Parent of a child with special needs – discuss physical, emotional and social needs of both the family members and the child

Books

- Developmentally Appropriate Practice in Early Childhood Programs. Bredekamp, Sue, Copple, Carol. NAEYC. Delmar Publishing Inc. 1997.
ISBN # 0-935989-79-X
To Order: 1-800-424-2460
- Creative Resources for the Early Childhood Classroom 2nd Ed. Herr, Judy, Libby, Yvonne. Delmar Publishing Inc. 1995.
ISBN # 0-8273-5871-7
- Early Childhood Education Curriculum – A Child’s Connection to the World. Jackman, Hilda L. Delmar Publishing, Inc. 1997.
ISBN # 0-8273-7327-9
- Planning Activities for Child Care: A Curriculum Guide for Early Childhood Educators. Rosser, Caroline Spang. Goodheart-Willcox Co., Inc. 1998.
ISBN # 1-56637-428-6

Web Sites

- National Network for Child Care Information Station
<http://www.nncc.org>
-click on Information Station for activities to do with children.
- PBS Children’s Show
<http://www.pbs.org/kids/>
- First Start
<http://www.uchsc.edu/misc/fstart>
Information on a training program for professionals working with children ages 0-5 with disabilities or chronic conditions
- Children with Disabilities Resources from Head Start
<http://www.ehsnrc.org/rmspec.htm>
- National Clearinghouse on Child Abuse and Neglect Information
<http://www.calib.com/nccanch>
- The Children’s Playground

<http://www.members.tripod.com/~fccpi/>

- National Geographic
<http://www.nationalgeographic.com/kids/>

07. Establish and Maintain a Safe and Healthful Learning Environment

Competencies	Activities
07.01 Demonstrate a Safe Learning Environment for Children	23, 24
07.02 Establish and Maintain a Safe and Healthful Learning Environment for Children	9, 11, 23, 24, 25, 26
07.03 Conduct Positive Food Experiences for Children that Promote Healthy Eating	25, 26

RESOURCES

Working with Young Children Chapters 10-12

- Teacher's Resource Guide
 - Liability (# 34) p. 144
 - Immunizations p. 171
 - Emergency Medical Care p. 173-174
 - Breakfast Foods Children Can Easily Make p. 159
 - Planning Meals & Snacks (#20) p.152
- Observation Guide
 - Planning Nutritious Meals and Snacks p. 111

Guest Speaker

- Dietician – planning nutritious meals
- Child Protective Services – discuss issues of abuse and neglect, and the responsibilities of child care providers to report either
- EMT/Nurse – Demonstrate First Aid procedures for infants and children

Web Sites

- Kids Health
<http://www.kidshealth.org>

-
- March of Dimes
<http://www.modimes.org>
 - Consumer Product Safety Commission
<http://www.cpsc.org>
 - Centers for Disease Control
<http://www.cdc.gov>
 - Fitness and Healthful Eating for Children Fact Sheet
<http://www.eatright.org/nfs21.html>
 - National Immunization Program
<http://www.cdc.gov/nip>

Curriculum

- “Good Health is in Your Hands” – Hand washing curriculum for pre-school age children
\$20.00 – 1-800-843-6356
Hand washing Curriculum
Massachusetts Medical Society
P.O. Box 9155
Waltham, MA 02454-9955
<http://www.mms.org/community/handwash/index.html>

Books

- How to Get Your Kid to Eat...But Not Too Much. Satter, Ellyn. Bull Publications. 1987.
ISBN # 0915950839
To Order: <http://www.ellynsatter.com>
- Idaho KIDS COUNT Data Book: Profiles of Child Well-Being.
To Order: 208-342-4453 Ext. 246

Videos

- Feeding With Love and Good Sense. Satter, Ellyn. 1989 with 1997 updates.
4 videos – infants through pre-school age
To Order: <http://www.ellynsatter.com> – 1-800-808-7976

08. Examine Entrepreneurship Opportunities in the Child Care Industry

Competencies	Activities
08.01 Analyze Opportunities and Options for Becoming an Independent Business Person in Early Childhood Professions	27
08.02 Examine the Requirements for Starting a Home Based Business	27
08.03 Develop Business Management Skills in Planning a Business in Early Childhood Professions	3, 27

RESOURCES

Working with Young Children

- Teacher's Resource Guide
Is Teaching Really for Me? P. 35
Job Opportunities in Early Childhood (# 15) p. 32

Guest Speakers

- Home Day Care Owner – discuss the pros and cons of owning their own business

FCCLA

- STAR Events – Entrepreneurship

Activity 1: Early Childhood Careers Discussion

Competencies addressed by this activity:

- 01. Explore Career Opportunities in Early Childhood Professions**
- 01.01 Analyze Various Career Paths Within Childhood Education, and Related Services
- 01.03 Examine Personal and Professional Qualification for Career Paths in Early Childhood Professions

Early Childhood Careers Discussion

DIRECTIONS: Have students brainstorm careers in early childhood education and related fields that are available in your area. Discuss the amount of education and training that is needed to qualify for each position.

Early childhood education and related fields involve working with children and their families. These careers are found in local, state, and federal government agencies, homes, hospitals, community centers, churches, schools, and private businesses. They involve educating and caring for children from birth through age eight, as well as enhancing family wellness.

Careers & Education:

Pediatrician – 9 + years post high school
Pediatric Dentist – 7-8 years post high school
Child Psychologist – 6-7 years post high school
Dietician – 4 years post high school
School Food Worker – high school degree
Special Education Teacher – 4 years post high school
Elementary Education Teacher – 4 years post high school
Children’s Librarian – 4 years post high school
Recreational Instructor – 4 years post high school
Child Care Supervisor – 2 years post high school
Child Care Worker – high school degree
Teacher’s Aide/Special Education Aide – minimum high school degree
Children’s Social Worker – 4-6 years post high school

Other careers include:

Au Pair/Nanny
After-School Care Provider
Audiologist
Children’s Writer
Family Service Worker
Parent Educator
Speech Therapist
Toy Designer
Youth Worker

Activity 2: Getting Acquainted with a Child Care Center

Competencies addressed by this activity:

- 01. Explore Career Opportunities in Early Childhood Professions**
- 01.02 Identify Child Care Career Opportunities in Various Types of Child Care Settings

Getting Acquainted with a Child Care Center

Name: _____ Class: _____

DIRECTIONS: Visit a child care center in your area and record the day to day action on the following observation sheet.

1. In the first five minutes of your observation, draw the floor plan of the room you are observing. Label the toys and equipment you draw.
2. List five items with which you see children playing.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
3. Close your eyes for a minute. What are the sounds you hear most often?
4. List two activities started by the children:
 - a.
 - b.
5. List two activities started by the adults:
 - a.
 - b.

Activity 3: Characteristics of Child Care Providers

Competencies addressed by this activity:

- 01. Explore Career Opportunities in Early Childhood Professions**
01.03 Examine Personal and Professional Qualifications for Career Paths in Early Childhood Professions
- 02. Develop Employability Skills in Early Childhood Education Settings**
02.02 Demonstrate Skills Needed to Maintain Employment
- 08. Examine Entrepreneurship Opportunities in the Child Care Industry**
08.03 Develop Business Management Skills in Planning a Business in Early Childhood Professions

Characteristics of Child Care Providers

Children thrive when in a stable, predictable, loving environment. The work and influence on a child care provider are invaluable to both society and individual families. A well-trained child care provider helps children to learn and grow at their own rate, to become self disciplined and self-motivated. Each teacher has a different personality style. It is important that you build on your own strengths and develop your own teaching style. Whether you are outgoing and lively or reserved and quiet, you can be a very successful child care provider.

Some important characteristics of child care providers:

RESPECT

This includes respect for children, parents, and staff members. We all have different skills and abilities. Each person must be respected as an individual. Each child's family background, interest, culture, and desires need to be respected. Sometimes prejudices or biases are harbored inside of us. We need to recognize those biases and work to overcome them. Stereotyping children because of economic status, dress or appearance is unacceptable. It is vital that each provider learn to appreciate the uniqueness of each person.

ACCEPTANCE OF CHILDREN

Each child needs to be understood and accepted. Feeling accepted helps children develop intellectually and emotionally. It helps them develop good self esteem and to have confidence in themselves and their abilities. Not only do your actions affect how the children feel about themselves, but it also shows children how they should treat each other.

PATIENCE

Young children have not yet developed motor skills that are equal to those of the provider. The provider needs to allow extra time to complete tasks and to understand that the task will probably not be done as well as the provider can do it. Children also need time to repeat tasks. Repetition is an important learning tool for young children. Repeating information and reminding children of rules may seem tedious at times, but if handled patiently, the children will grow and learn while building self-esteem.

FLEXIBILITY

Many important learning opportunities are not planned, they occur spontaneously. A good child care provider can change direction at a moments notice, building on the events and actions occurring throughout the day.

ACCEPT DIVERSITY

Child care providers should be compassionate towards all children. Each family has its own way of doing things. Cultural groups have their own preferences, languages, and beliefs. Each child must be accepted without prejudice. The feeling of children, whether positive or negative, must also be accepted by the provider. Actions that make children feel worthless, such as punishment and shaming, should be avoided. Each child must feel accepted and appreciated for who he/she is.

LISTENING

Children feel important and worthwhile if the provider pays attention to them and really listens. Providers must learn to talk **with** children and not **at** them. In many instances, behavior problems can be avoided by a provider who listens to the child, understands the stresses a child is dealing with, and then helps them work through the accompanying emotions.

SENSE OF HUMOR

Laughter is contagious. When children see a provider with a cheerful attitude who is positive, they are more likely to also be cheerful and positive. Laughter helps children to relax and feel content. Humor is often the best means of coping with otherwise difficult or stressful situations. It teaches children to enjoy life. Be careful to laugh with, not at, the children.

CREATIVITY

As a child care provider, you should love new ideas—both yours and the children's. Plan activities that enhance creativity in children and beware of those which are stifling.

CALM

A good child care provider is in control of personal feelings and actions. It is important that you do not get upset easily. At times it may seem like everything is going wrong. You must remain calm as your work to reverse the situation. When a child is out of control and unable to deal effectively with his/her emotions, a calm provider can help to stabilize the situation and allow the child to get in control and learn to deal more constructively with his/her feelings.

COMMITMENT/PROFESSIONALISM

Demands on the child care provider can be very high at times. Parents will ask advice and expect you to be an expert on the subject. Meeting the demands of this field requires a serious commitment. You must constantly study to keep up with new developments in the field and improve your skills. As a teacher, you must be prepared each day with appropriate activities. The curriculum should be carefully planned to address all areas of a child's development, to provide a balance between active and still, and to appropriately meet children's needs.

KNOW YOUR STRENGTHS AND WEAKNESSES

It is not possible to be the perfect provider to all children. A good child care provider knows the types of children and families with whom he/she is most effective, and also those with whom he/she is less effective. It may be necessary to refer children to another provider who can more aptly meet the needs of the child. A provider who is aware of personal weaknesses can work to improve those areas and become more well-rounded.

Activity 4: To Teach or Not To Teach

Competencies addressed by this activity:

- 01. Explore Career Opportunities in Early Child**
- 01.01 Analyze Various Career Paths Within Early Childhood Education, and Related Services
- 01.02 Identify Child Care Career Opportunities in Various Types of Child Care Settings
- 01.03 Examine Personal and Professional Qualifications for Career Paths in Early Childhood Professions

To Teach or Not to Teach

Name_____ Class_____

Working with young children requires special skills. Below is a list of some of the unique tasks related to being a child care provider. Circle those tasks you enjoy doing.

1. Talking to adults you don't know very well.
2. Reading stories.
3. Getting a squirmy child to sleep.
4. Helping a sad child feel better.
5. Singing with and teaching songs to children.
6. Making lesson plans.
7. Making simple art projects.
8. Reading books and articles about children and their development.
9. Going on field trips - as a chaperone, not a student.
10. Telling puppet stories.
11. Cleaning up spills (of all kinds!).
12. Dealing with temper tantrums.
13. Planning parties for the holidays.
14. Preparing nutritious snacks and meals.
15. Observing children and evaluating their behavior.
16. Settling arguments over toys, etc.
17. Changing diapers.
18. Cleaning up accidents.
19. Rearranging rooms.
20. Working with other teachers who may not think like you do.
21. Putting in many hours of preparation time before and after the job.

Do you enjoy most of these tasks? If you have not circled most of the jobs listed above, you may want to re-think a decision to work with small children. This job is both demanding and rewarding.

In the space provided below, explain why you think you would or would not be a quality child care provider.

Activity 5: Personal Assessment

Competencies addressed by this activity:

- 01. Explore Career Opportunities in Early Child**
- 01.01 Analyze Various Career Paths Within Early Childhood Education, and Related Services
- 01.02 Identify Child Care Career Opportunities in Various Types of Child Care Settings
- 01.03 Examine Personal and Professional Qualifications for Career Paths in Early Childhood Professions

Personal Assessment

Name: _____ Class: _____

DIRECTIONS: It is vital that child care providers are aware of their strengths and weaknesses and constantly work to improve them. Use this guide to assess your own personality and set goals for improvement. Rate each area from 1-3, then set a goal for improvement.

3 = needs improvement

2 = average

1 = above average

Characteristics:

Active _____

Affectionate _____

Alert _____

Ambitious _____

Artistic _____

Calm _____

Cooperative _____

Creative _____

Dependable _____

Enthusiastic _____

Flexible _____

Friendly _____

Levelheaded _____

Organized _____

Patient _____

Resourceful _____

Self-controlled _____

Stable _____

Thorough _____

Tolerant _____

Understanding _____

Well-groomed _____

My strongest areas are:

My weakest areas are:

For your weak areas, set a goal for each to improve your score:

Give reasons you believe you would be good working with children:

Being a CHILD CARE PROVIDER means.....

You will never be bored.
You will always be frustrated.

You will be surrounded by challenges.
So much to do and so little time.

You will carry immense responsibility,
and so little authority.

You will step into people's lives,
and will make a difference.

Some will bless you,
Some will curse you.

You will see people at their worst,
and at their best.

You will never cease to be amazed
at people's capacity for

love, courage, and endurance.
You will see life begin...and end.

You will experience resounding triumphs,
and devastating failures.

You will cry a lot.
You will laugh a lot.

You will know what it is to be human,
and to be humane.

Melodie Chenevert

YOU ARE SPECIAL AND MAKE A DIFFERENCE!!!

Activity 6: Interviewing for a Job

Competencies addressed by this activity:

- 02. Develop Employability Skills in Early Childhood Education Settings**
- 02.02 Demonstrate Skills Needed to Maintain Employment

Interviewing for a Job

DIRECTIONS: Use the following questions as a guide in preparing for your job interview.

INDIVIDUAL NEEDS:

1. Are you appropriately dressed and groomed?
2. Do you have the necessary information to complete any forms they may ask you to complete?
3. Do you have a pencil, small notebook, and other work tools if needed?

KNOWLEDGE OF ORGANIZATION:

1. What is the job opening? Under what conditions is the job performed?
2. What is the overall objective of the company?
3. What important questions do you want to ask? Write the questions on paper.
4. Do you know the location of the interview? Do you know how to get there? Do you know how much time you need to reach the location?

POSITIVE FRAME OF MIND:

1. Are you in a pleasant mood?
2. Are you prepared to show interest in what the interviewer will say?
3. Are you prepared to listen?

INTERVIEW TIPS:

ARRIVAL:

1. Be prompt. Arrive about ten minutes early.
2. Be pleasant in greeting and waiting.
3. Do not chew gum or smoke.

INTERVIEW:

1. Introduce yourself. Wait for the interviewer to invite you to be seated.
2. State your purpose and give your resume or personal data sheet, if appropriate.
3. Supply brief, accurate answers. But do not limit answers to yes and no. Be prepared to answer some broad, general questions, such as: "Why do you want to work for this organization?" and "Where do you plan to be in your career in five years?"
4. Determine what you can contribute to the organization before discussing any benefits offered by the company.
5. Do not volunteer negative information.

6. Be attentive, alert, and interested. Be a good listener.
7. Do not show impatience or displeasure.
8. Do not monopolize the interview.
9. Display confidence, but not cockiness.
10. Thank the interviewer for his/her time.

FOLLOW UP:

Write a letter of appreciation to the interviewer, by name, expressing your thanks to the company.

THE BOTTOM LINE:

Employers want to know:

1. What can you do for this company?
2. Do you really want to work for the company?
3. Why should they hire you?

Activity 7: Resume Writing Tips

Competencies addressed by this activity:

- 02. Develop Employability Skills in Early Childhood Education Settings**
- 02.02 Demonstrate Skills Needed to Maintain Employment

Resume Writing Tips

When you apply for most jobs, you may need a resume, a written summary of your work experience, and interests. This allows employers to see your skills at a glance. A good resume is usually one page in length, typed neatly, and is well organized. Most resumes contain the following information:

- **Name, address, phone number**
You may even include your e-mail address if applicable.
- **A brief description of the kind of job you are seeking**
Job Objective: To obtain a teacher's aide position in a pre-school program.
- **Current and previous work experience**
Starting with your most recent job, list the names and addresses of your employer, the dates of your employment, and a short description of your job duties.
- **Educational background**
Names and addresses of the school(s) you have attended. Include dates and major subjects/courses of study.
- **Skills you possess**
Any skills or abilities you possess which apply to the position for which you are applying.
- **Honors and activities**
Awards, honors, scholarships you have received. Include activities in which you have participated, or volunteer work you have done.
- **Personal references**
Names, addresses, and phone numbers of individuals that employers can contact to learn more about you. You may either include these names on your resume, or simply state "References available upon request."

Developing your Resume

Resumes may be prepared in various forms. This sample form includes the basic forms for a resume. This sample may be adjusted according to your individual needs and the job for which you are applying.

Your Name: _____

Address: _____

Telephone Number: _____

Email Address: _____

Job

Objective: _____

Education:

High School: _____

Expected Graduation Date: _____

Relevant Courses: _____

Grade Point Average: _____

(only list if it is above 3.75)

Activities: _____

Special

Skills: _____

Work Experience (most recent first):

For example:

Your Position. Employer. Dates employed. Short job description.

References:

Available Upon Request.

Jennifer Morris
2000 N. Terrance Drive
Calhoun, Idaho 32543
(208) 555-1111
morrij@netco.com

Employment Objective:

To obtain a teacher's aide position in a pre-school program.

Educational Background:

Calhoun High School

Graduation Date: May 2000

Relevant Course Work:

Teen Living I & II

Child Development

Early Childhood Professions

Activities: Member of FHA/HERO for two years, member of School Spirit club.

Special Skills:

- Have proven ability to teach young children new skills and lead them in games
- Organized Family Fun Day at Calhoun High School in 1998.
- Can speak and write some Spanish

Work Experience:

Teachers Aide. Calhoun High Lab School. August 1998 – October 1998. Have worked with the children of students and faculty in this pre-school program for an average of 8 hours per week.

Child Care Assistant. Hillcrest Community Church Child Care Center. Worked as an assistant from June through August, 1997 and 1998.

Babysitter. Have been a neighborhood babysitter for five years. Clients include families with infants and young children to age eight.

References:

Available upon request.

Activity 8: Keeping Your Job

Competencies addressed by this activity:

02. Develop Employability Skills in Early Childhood Education Settings

02.02 Demonstrate Skills Needed to Maintain Employment

02.03 Demonstrate Skills Needed to Advance in Employment

03. Examine Standards and Policies in Early Childhood Professions

03.01 Demonstrate Professional Practices and Standards Related to Working with Children

Keeping your Job

1. Get off to a good start with a job you enjoy.
2. Know and meet the employer's expectation.
3. Follow company rules.
4. Find your niche in the social structure of the company.
5. Keep a learning attitude to increase efficiency.
6. Avoid gossiping while at work.
7. Develop positive traits:
 - punctuality -pleasantness
 - neatness -completion of tasks
 - appearance -cooperation
 - adaptability -friendliness
 - reliability

Activity 9: How Do I Deal with the Child Who___?

Competencies addressed by this activity:

05. Promote Positive Guidance of the Young Child

05.01 Demonstrate Techniques for Positive Relationships with Children

05.02 Provide Guidance that Promotes Positive Self Concept

07. Establish and Maintain a Safe and Healthful Learning Environment

07.02 Establish and Maintain a Safe and Healthful Learning Environment for Children

How Do I Deal with the Child Who ___?

DIRECTIONS: Invite a panel of child care providers from different types of child care settings: pre-school, home care, day care center, etc. Read the case studies and have each guest speaker discuss how they would respond and resolve each situation. Discuss the problems they frequently see, and how they deal with each.

Have students work individually or in groups to discuss the following case studies the day before the guest speakers are to arrive. Discuss as a class and with the guest speakers how a child care worker must be ready to adapt to many different situations, working conditions, and ages of children.

CASE STUDIES:

*** Jim and Jane are twins. They both like to play with similar toys. Today, Jane has found a car she really likes. She is having a great time playing with it until Jim tries to take the car away from her. She won't give it up and they are currently having a tug of war with the car.**

*** Jonah has a hard time remembering to wash his hands after using the restrooms. He has just forgotten again.**

*** Suzanna is a very strong willed child. She has chosen Zack as her best friend. Zack is very bashful and rarely says much. Suzanna continually bosses him around and makes decisions for him.**

*** Sophie is a very energetic child. She is greatly interested in everything the child care center has to offer. She has one problem - she cannot remember to put one toy away before getting another toy. You have just found her playing with the construction set, surrounded by five other toys. When you remind her that she needs to put other toys away, she gives you a scowl, and then turns around and begins singing and playing.**

*** Whenever the group is having a discussion or story time, Jake loves to contribute his ideas. He is a very clever child and is quite creative; however, his hand is constantly raised in the air. If you do not recognize him, he begins to tell you what is on his mind anyway.**

Activity 10: Child Development Theorists

Competencies addressed by this activity:

04. Analyze Growth and Development of the Young Child

04.01 Review Child Development Theories

04.02 Facilitate Physical, Intellectual, Social, and Emotional Development of Children

06. Identify Developmentally Appropriate Early Childhood Education and Services

06.01 Demonstrate Integrations of Curriculum and Instructions to Meet Developmental Needs and Interests

Child Development Theorists

Review the basic theories of Erik Erikson, Sigmund Freud, Arnold Gesell, Robert Havighurst, Lawrence Kohlberg, Abraham Maslow, and Jean Piaget.

ERIKSON (ERIK)

Erik Erickson, developed eight specific stages of personality from birth to old age. He believes that the personality develops continuously throughout the lifecycle. The individual's personality is in constant motion; it is always redeveloping itself.

1. **Trust vs. mistrust – INFANCY** – The degree to which a child comes to trust or mistrust others is determined to a great extent upon the quality of care received. Babies that receive love and attention develop confidence and trust in people. Babies that are neglected and abused become insecure and mistrustful.
2. **Autonomy vs. shame – 2-4 YEARS** – During this stage, children experience freedom or self direction. If parents recognize the child's need to exercise these skills at the child's own pace, the child will develop a sense of autonomy; if the parents ignore or discourage this stage, the child will begin to doubt him/herself.
3. **Initiative vs. guilt – 4-6 YEARS** – At this age, a child has control over his/her own body and initiates motor activities as well as fantasy and language activities. If told that his/her activities are senseless or futile, a sense of guilt develops about having initiated them. They also begin to learn social skills (cooperating, leading, and following)
4. **Industry vs. inferiority – SCHOOL AGE** – If growing curiosity is encouraged, the child will develop a sense of industry; if his/her sense of industry is discouraged, the child will feel inferior. They learn that work is worthwhile and meaningful. They learn to discipline themselves and to get along with others.
5. **Identity vs. role confusion – ADOLESCENCE** – Identity is determined by the ability of the individual to bring together all the things learned about him/herself and integrate these different roles into a whole that shows continuity with the past while preparing for the future. Adolescents begin to mature and to view the world differently. They have a strong need to establish an identity and require good role models. If one's identity is not found, an individual can find him/herself preoccupied with appearance in the eyes of others, conforming and feeling overall failure.
6. **Intimacy vs. isolation – YOUNG ADULTHOOD** – Intimacy is the ability to share with and care for another person without fear of losing oneself in the process. This sort of intimacy makes possible a good marriage or a genuine and enduring relationship. Young adults who succeed in this stage have accepted themselves for who they are and as worthwhile people. If there is difficulty in finding close personal relations because the special self has not found itself, there comes a feeling of isolation and aloneness.

7. **Generatively vs. self-absorption – ADULTHOOD** – Generatively is a concern for family as well as people beyond the immediate family group. Lack of this concern may result in self-absorption or making personal needs one's primary concern.
8. **Integrity vs. despair – AGING** – Integrity results from an individual's ability to look back on life with satisfaction. Those who cannot and who have regrets in life have a sense of despair.

FREUD (SIGMUND)

Freud's theories have influenced many theorists over the years. Freud's most known studies are the three theoretical components of personality and the psychosexual stages.

Three theoretical components of personality:

Freud believed that humans have unconscious driven motives. These drives are the ID, the EGO, and the SUPEREGO.

1. **ID** – This is the pleasure principle. This id is the source of our unconscious impulses toward gratification of our needs. Basically the id wants whatever seems satisfying and enjoyable, and it wants it NOW!
2. **EGO** – This is the reality principle. The role of the ego is to mediate between the unbridled demands of the id and the limits imposed by the real world and the superego. The ego operates according to how the superego thinks it should be.
3. **SUPEREGO** – This is the selection of right from wrong principle. The superego is like a relentless conscience that distinguishes right from wrong.

Psycho Sexual Theory:

During the first five to six years of life, children go through stages in which they have a sexual interest that focuses in a particular part of the body: the mouth and the anus. Freud believed that how a child experiences the various conflicts in each stage determines his/her basic personality. Therefore, by age five or six, Freud believed the personality was fixed. Then between the ages of seven to eleven, children go through a stage of sexual latency in which they have dormant or no sexual interests or focuses. As a person enters adolescence, they enter the genital stage. This stage lasts through adulthood. Following is a brief description of Freud's psychosexual stages:

1. **ORAL stage** – The mouth is the principle region of dynamic activity during infancy. In the beginning, the child's activities are dominated by the mouth zone. A mouth seeks, nurses, bites, tastes, wails, and coos. The child's first love and needs are expressed by way of mouth. The child learns to know the world solely through the mouth. Two modes of oral activity, incorporation of food and biting, are the prototypes for many later character traits that develop.
2. **ANAL stage** – During this stage, the anus is the focus of pleasurable sensations in the baby's body. Toilet training, which is normally initiated during the second year, is the most important activity.

3. **PHALLIC stage** – During this stage of personality development, the genitals, or more specifically the phallus or penis are the most important body parts. Boys are extremely proud of their penis. Girls are said to be envious of the penis and wonder why they do not have one. Children of both sexes fantasize about relationships with their parents, for which they feel guilty.
4. **LATENCY stages** – During the ages between seven and eleven the child is more placid. Their sexual needs are relatively quiet. This stage is more of an interlude in which children put their energy into learning skills.
5. **GENITAL stage** – During adolescence, and also through adulthood, the genitals are the focus of pleasurable sensations. During this stage, individuals seek sexual stimulation and satisfaction. The adolescent begins to love others for altruistic motives and not simply for selfish and narcissistic reasons. Sexual attraction, socialization, group activities, vocational planning, and preparations for marrying and raising a family begin to manifest themselves. The principle biological function of the genital stage is that of reproduction. Freud believed the goal of a healthy adult was to love and work.

GESELL (ARNOLD)

Arnold Gesell's theory is concerned with the physical development of children. Gesell observed hundreds of children and came up with the physical developmental age norms. He determined the normal sequence of development and at what age children should be able to do certain things including sitting up, rolling over, crawling, walking, grasping objects, etc. These age-norms are still used today by the medical profession, the psychology professions, and child related fields. These age norms give us a standard by which to monitor a child's development.

KOHLBERG (LAWRENCE)

Lawrence Kohlberg's theory is based upon how children develop morally. His theory has three levels of moral development: pre-conventional, conventional, and post-conventional.

1. **Pre-conventional** – Children begin life with no sense of right or wrong. However, children learn quickly that certain behaviors are punished and other behaviors are rewarded. Therefore, they avoid behaviors that are punished and strive for behavior or acts that are rewarded.
2. **Conventional** – At approximately age 9, children learn to behave according to a sense of what others need or want. They will follow rules that have been established and respect authority. The children are now acting in regards to right and wrong. Basically, children have learned the typical or conventional ways of acting based upon what is right or wrong.
3. **Post-Conventional** – Around the age of 16, individuals mature morally. They respect human rights and develop individual principles to guide their behavior. The motivation to act a certain way comes from within. They have progressed beyond just following the rules.

MASLOW (ABRAHAM)

Abraham Maslow's theory is a humanistic theory in which each person has his/her own inner nature and a strong motivation to express that nature. However, the basic survival needs must be met first. Therefore, Maslow created the hierarchy of needs.

The hierarchy of needs begins with needs such as food, water, and shelter, and then moves to a higher level of more exclusive human needs. If a person's lower needs are not met, that person must spend time and energy trying to meet these basic needs. This stunts the normal drive for love, esteem, and fulfillment.

1. Physiological needs – air, food, water, rest
2. Safety needs - security, stability, freedom from fear
3. Love and belonging - affection, intimacy from friends, family
4. Esteem needs – self respect, respect for others
5. Self actualization needs – doing what one is suited for and capable of doing

PIAGET (JEAN)

Jean Piaget's theory has four major stages that are concerned mainly with children's cognitive or mental development. He believed that children at different ages think differently. His four stages are as follows:

1. **Sensorimotor:**

This stage occurs between birth and age two. It has six (6) sub stages in which children learn and experience the world by using their senses (sight, sound, touch, smell and taste). They combine the use of their senses with their motor skills, hence the name "sensorimotor". During this stage the child will learn complex behaviors. The child is egocentric, or believes the world and the people in it revolve around him/her. By the end of this stage, the child will have learned to experiment, to solve problems, and to pretend.

2. **Pre-operational:**

This stage occurs between the ages of 2-7. The child begins to form concepts and use symbols. This allows the child to communicate and gain language development. The child can imitate actions which they have observed beforehand. The child is not interested in logical explanations, but is interested in discovering things for him/herself. The child becomes increasingly less egocentric, but he/she still believes that other people think the same as he/she.

3. **Concrete operational:**

This stage occurs between the ages of 7-11. This is a time when children learn to reason and use simple deductive logic to arrive at conclusions. The child is able to imagine what others might be thinking or feeling and therefore, the thinking becomes more flexible. However, the situation or the thinking must involve concrete objects or be based on real life circumstances.

4. **Formal operational:**

This stage occurs between the ages of 11-15. This stage is the highest level of mental development, according to Piaget's development. Children can think abstractly as well as accurately draw conclusions. They can look to the future or recall the past. They can distinguish between realistic and unrealistic possibilities. In this stage, individuals can conceptualize, "if..., then..." situations. According to Piaget, some people, even adults, never master all the intellectual skills associated with this stage of development.

Activity 11: Growth and Development Project

Competencies addressed by this section:

- 04. Analyze Growth and Development of the Young Child**
 - 04.01 Review Child Development Theories and Developmental Stages of Children
 - 04.02 Facilitate Physical, Intellectual, Social, and Emotional Development of Children

- 06. Identify Developmentally Appropriate Early Childhood Education and Services**
 - 06.01 Demonstrate Integration of Curriculum and Instruction of Curriculum and Instruction to Meet Developmental Needs and Interests
 - 06.02 Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Intellectual, Social, and Emotional Growth
 - 06.03 Develop Skills for Working with Special Needs Children

- 07. Establish and Maintain a Safe and Healthful Learning Environment**
 - 07.02 Establish and Maintain a Safe and Healthful Learning Environment for Children

Growth and Development Project

DIRECTIONS: Select one age (newborn through 8 years old) and complete this activity.

1. Gather information on the age you have selected using at least three sources (class notes, text books, encyclopedia, CD ROM programs, internet, etc.)
2. Prepare a class presentation that covers the following areas:
 - Development – what is happening to this child emotionally, physically, socially, and intellectually?
 - Medical Care – when should the child see the doctor and have vaccinations?
 - Activities – what activities will help this child continue to develop and grow?
 - Concerns – what types of things will parents and caregivers be concerned about?
3. You must prepare a visual aid for your class presentation representing the most important information from your report.

Activity 12: Ages and Stages

Competencies addressed by this activity:

04. Analyze Growth and Development of the Young Child

04.01 Review Child Development Theories and Developmental Stages of Children

04.02 Facilitate Physical, Intellectual, Social, and Emotional Development of Children

06. Identify Developmentally Appropriate Early Childhood Education and Services

06.01 Demonstrate Integration of Curriculum and Instruction of Curriculum and Instruction to Meet Developmental Needs and Interests

06.02 Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Intellectual, Social, and Emotional Growth

06.03 Develop Skills for Working with Special Needs Children

Ages and Stages

When planning curriculum for children, it is important to develop activities and materials that are based on the appropriate developmental level of the children. This is referred to as “developmentally appropriate curriculum.” Developmentally appropriate curriculum provides for all areas of a child’s development: physical, emotional, social and cognitive. If the teacher understands the normal development of the child, then developmentally appropriate curriculum can be planned.

DIRECTIONS: Have students work individually or in groups to complete the charts listing the normal development for each of the age groups listed: infants, toddlers, 2 year olds, 3 year olds, 4 year olds, and 5 year olds. Include suggestions for developmentally appropriate activities and materials.

As you complete the charts, keep in mind that all children develop differently and that these statements are generalizations. Each child’s individual development must be taken into consideration, and those who work with children should be responsive to those differences.

Age:

Social Development:

Emotional Development:

Physical Development:

- **Fine Motor:**

- **Gross Motor:**

Cognitive Development:

Suggestions for age appropriate activities and materials:

Activity 13: Fostering Creativity

Competencies addressed by this activity:

06. Identify Developmentally Appropriate Early Childhood Education and Services

06.01 Demonstrate Integration of Curriculum and Instruction of Curriculum and Instruction to Meet Developmental Needs and Interests

06.02 Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Intellectual, Social, and Emotional Growth

Fostering Creativity

GUESS WHO?

At age three he took an avid interest in music and was already able to detect a note that was slightly off pitch. At age five he wrote short piano pieces and at age seven he wrote his first Sonatas. At age eight he wrote his first symphony. Who was he?
(WOLFGANG AMADEUS MOZART)

As a baby she entertained her family by dancing to any music she heard. At age six, she collected a group of babies in the neighborhood and taught them to wave their arms as if they were enrolled in a school of dance. Pretending to be sixteen when she was only ten, she organized and led dance classes in the homes of wealthy Californians. Who was she? (SADORA DUNCAN - THE ORIGINATOR OF MODERN DANCE)

Not all children will grow up to be Mozart, Duncan, Shakespeare, or Einstein. However, there are some steps a parent might take to strengthen and help develop a child's creativity.

1. **Relax the controls.** Children need some freedom to develop creativity. Constant adult supervision and control do not allow the child to use spontaneity and self confidence. These allow the child's creative spirit to develop.
2. **Inspire perseverance.** Children need to see a product through to completion. By encouraging perseverance, children learn to try new approaches to achieve their desired results. Albert Einstein claimed he actually had no specific talent, that it was just his "obsession and dogged endurance" that helped him arrive at his world changing ideas.
3. **Tolerate differences.** Creative children will most likely not fall into social norms. They will want to know the basis for the rules, why and how things work, and if there are different ways of doing things. Highly creative children are often viewed as unconventional because of their atypical methods of thinking. Do not insist that all children fit the mold of others.
4. **Be the child's advocate.** Because these creative children do not fit the mold and think atypically, they may not always be viewed positively by teachers and peers. Help the child to deal with negative opinions of others through positive self esteem and personal satisfaction in their creative work.
5. **Provide a creative and stimulating environment.** Have lots of creative tools for creative work. Let the children experience and view other people's creative work and allow them the opportunity for their own creative skills and abilities to develop.

DIRECTIONS:

Divide the class into small groups. Give each group an ordinary item (brick, scissors, hammer, etc) and allow them to list as many uses as possible for that item. Instruct them to think beyond the ordinary and be creative. Have each group share their ideas with the class.

Activity 14: Dramatic Play Box

Competencies addressed by this activity:

- 06. Identify Developmentally Appropriate Early Childhood Education and Services**
 - 06.01 Demonstrate Integration of Curriculum and Instruction of Curriculum and Instruction to Meet Developmental Needs and Interests
 - 06.02 Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Intellectual, Social, and Emotional Growth

DRAMATIC PLAY BOX

A dramatic play box is a compilation of items that are related to a specific theme. These items are best if they are real or replicas of real objects of clothing that children can play with and/or dress up in. Preschoolers love to dress up and love to pretend. Having a dramatic play box will add to their imaginative and dramatic play time.

DIRECTIONS: You will compile your own dramatic play box using any dramatic play theme you desire: health occupations, construction work, ice cream parlor, fireman, post office, police officers, teachers, air travel, sea travel, etc. Use as many real items as possible. Consider the following questions when determining what items to include:

1. Is the item clean and safe for children?
2. Is there variety in the items?
3. Is the item durable?
4. Is the item appropriate for a child?
5. Is the item appropriate for dramatic play?

Place all your items, as well as this paper, in a large box. On the outside of the box, clearly print your name and class hour, as well as the theme of your box. Grade yourself before turning the box in to the teacher.

DUE DATE: ____/____/____

DRAMATIC PLAY BOX GRADE SHEET

	STUDENT GRADE	TEACHER GRADE
1. Clean and safe items	_____	_____
2. Variety of items	_____	_____
3. Durable items	_____	_____
4. Appropriate for children	_____	_____
5. Creativity and effort	_____	_____

HELPFUL HINT: Use the resources in the community to help you gather items. This project does not need to be expensive. If you explain to people that the items will be used to educate children, most agencies will donate items to you.

Activity 15: Children's Games

Competencies addressed by this activity:

- 06. Identify Developmentally Appropriate Early Childhood Education and Services**
- 06.01 Demonstrate Integration of Curriculum and Instruction of Curriculum and Instruction to Meet Developmental Needs and Interests
- 06.02 Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Intellectual, Social, and Emotional Growth

Children's Games

DIRECTIONS: Create a game that will encourage the development of young children. Make the game developmentally appropriate as well as safe. Use the outline below to write about your game. If you create a game that has objects, a board, and/or pieces with it, they need to be durable. Your name and class hour should be clearly seen on all parts. Complete the following outline explaining your game. Before turning your game in, grade yourself in the area below.

Title of the Game:

Number of Players needed:

Supplies/Materials needed:

Skills used:

Detailed procedure of the game: (use extra paper if necessary)

DATE DUE: ____/____/____

GAME GRADE SHEET

	STUDENT GRADE	TEACHER GRADE
1. Developmentally appropriate	_____	_____
2. Clear, detailed procedure	_____	_____
3. Safety	_____	_____
4. Creative/Interesting/Fun	_____	_____
TOTAL	_____	_____

NOTES _____

—

Activity 16: Writing Lesson Plans

Competencies addressed by this activity:

- 02. Develop Employability Skills in Early Childhood Education Settings**
 - 02.02 Demonstrate Skills Needed to Maintain Employment
- 03. Examine Standards and Policies in Early Childhood Professions**
 - 03.01 Demonstrate Professional Practices and Standards Related to Working with Children
- 05. Promote Positive Guidance of the Young Child**
 - 05.01 Demonstrate Techniques for Positive Relationships with Children
- 06. Identify Developmentally Appropriate Early Childhood Education and Services**
 - 06.01 Demonstrate Integration of Curriculum and Instruction to Meet Developmental Needs and Interests
 - 06.03 Develop Skills for Working with Special Needs Children

Writing Lesson Plans

The lesson plan is a very important part of working in a pre-school. It will require time both inside and outside of class. Adequate time should be planned to work on writing lesson plans. The lesson plan is your outline of what will be done in the classroom on the day you are head teacher. If you have a complete, well-planned lesson plan, your lab will go much smoother. There is no set format for the lesson plan; however, it must be well organized and easy to read.

1. WHY WRITE LESSON PLANS?

- a. encouraging learning about oneself and others
- b. organizing the thoughts, activities and interests of young children helps to create a more enjoyable and successful environment
- c. provides learning opportunities with clearly defined goals
- d. helps meet the needs of the children in your care
- e. to make sure children have a balance of inside and outside play activities
- f. to provide children the opportunity to participate in a variety of activities

2. WHAT TOPICS SHOULD BE USED IN WORKING WITH CHILDREN?

- a. choose themes or units of study that interest the children with whom you are working
- b. keep the unit of study close to the child's comprehension level, yet challenge cognitive skills
- c. allow children to learn through their senses (sight, sound, touch, hearing and taste). It is the easiest and most enjoyable method for teaching children.

READ THE FOLLOWING CASE STUDY:

Mr. Sims wanted his pre-school class to share in the joy he had while visiting the zoo. In class, he began to describe the animals to the children. As he talked, the children quickly lost interest. They could not understand his descriptions of the various animals.

Discuss how the senses could have been more involved:

- he could have shown bright pictures of the animals
- he could have arranged for a visit to the zoo
- he could play recordings and let the children try to identify the animals
- he could bring stuffed animals and let the children discuss the differences between a stuffed animal and a real one

3. HOW TO ORGANIZE A LESSON PLAN.

- a. when choosing a theme or unit of study, consider the time of year, the interests of the children and their level of comprehension.
- b. Include the following areas in your lesson:

arts	math
crafts	large and small motor skills
science	creative movement
spatial awareness	nutrition
social studies	music
- c. the theme must be organized into a lesson plan that enhances the developmental areas. Trying to identify all this information into a concise format may seem monumental. Keep in mind several activities may be included in large subject areas (SEE : “Developmental Goals” transparency)
- d. plan specific transitions for moving the children from one activity to another. Transitions are the key to becoming a successful and organized teacher. They help you and the children move from one activity to the next in an organized manner. Use a wide variety of activities each day to keep the interest of the children. These are some ideas that can be used as children assemble for any group experience.
 1. SONGS: most children enjoy simple songs. They also like to sing familiar songs and songs which have their names in them.
 2. FINGER PLAYS: children enjoy doing as well as seeing. Finger plays should be short and interesting to the children. They can also teach number concepts while the children dramatize the actions.
 3. EXERCISES: exercise helps reduce some of the child’s physical tension. Have them walk the way they think animals walk, or stand and pretend they are rag dolls. Do some exercises you know from gym class. Remember, when these are complete, they must be followed by something quieter in order to prepare for story time.
 4. RHYTHMS: clap the rhythms of the individual clapper’s name. Use a rhythm instrument. The teacher may clap a rhythm and have the children repeat it.
 5. NURSERY RHYMES
 6. LISTEN TO MUSIC
 7. GUEST SPEAKERS: children love to see real policemen, firemen, carpenters, dentists, etc. Give each guest speaker an introduction by showing the children an object which represents that occupation.
 8. INSTRUCTIONS: take time to explain what will take place on an upcoming excursion. Give specific instructions for the next activity. Make organization into a game that the children can enjoy.
 9. PUPPETS: sack puppets, finger puppets, hand puppets, and stick puppets can easily be made and used by children and teachers.

10. **PICTURES:** a teacher can show a picture to the children and stimulate responses asking questions.
11. **FEEL BOX:** take a small cardboard box and cut out one side. On each side, make a hole large enough for the child to place his/her hands inside the box. The child closes his eyes while the teacher places an object inside the box. The child then places his/her hands inside the box and tries to guess the object using the sense of touch.
12. **THINK BOX:** provide a large box which is designed as the “Think Box”. The teacher asks questions about what the children think is in the box. The teacher gives clues regarding what it looks like or what you do with it. The children may be encouraged to bring things to put into the “Think Box”.

4. STEPS IN WRITING A LESSON PLAN.

- a. have a daily schedule of events or time frame established to teach each curriculum area
- b. determine overall learning goals for students
- c. establish a unit of study or theme
- d. define important topics or goals relative to that unit.
 1. What do I want to teach?
 2. What will I need in order to teach this concept?
 3. How will I teach it?
 4. Are there new terms to introduce and define?
 5. Am I teaching true concepts?
 6. Are the concepts on the level of the children?
 7. What do the children already know about the subject?
- e. research interesting yet challenging activities to enhance growth and development and to meet goals
- f. determine the best way to present the activities to the children.
 1. Small group – children are divided into groups of 4 to 5 and each group does the same activity
 2. Whole group – the children all meet together, perhaps for the introduction of the concept
 3. Rotating small groups – children are divided into groups of 4 or 5. Each group does something different, groups then rotate to each activity until they have had the opportunity to participate in all stations
 4. Learning centers – the children are allowed to choose the center they desire to participate in and may change any time they wish to do so
 5. Field trips – take the children to an actual site and let them see firsthand what you are discussing in class

5. STYLES OF LESSON PLANS

- a. calendar method – this method is simple and concise. It depicts the learning of the day. Caregivers can keep this calendar in a lesson book or post it on a bulletin board for parents
- b. daily lesson plans – show students samples of daily lesson plans. Review the steps in writing a lesson plan as you refer to these sample lesson plans

DEVELOPMENTAL GOALS

Activity	SOCIAL	EMOTIONAL	PHYSICAL	INTELLECTUAL
Morning greeting and health check	X	--	X	--
Group sharing	X	X	--	X
Outside time	X	X	X	X
Music	X	X	X	X
Nature walk around neighborhood	X	--	X	X
Hygiene	--	--	X	X
Snack/Meal	X	--	X	X
Arts and crafts	--	--	X	X
Naps	--	X	X	--
Manipulative play	X	X	X	X
Concept Games	X	--	--	X
Field Trips	X	--	--	X

WEEK 1 THEME: Healthy Me!				
Monday	Tuesday	Wednesday	Thursday	Friday
Personal Hygiene	Proper Diet	Exercise	Self-Esteem	All About Me!

WEEK 2 THEME: Seasons				
Monday	Tuesday	Wednesday	Thursday	Friday
Summer transition into fall	Fall	Fall	Winter transition into Spring	Review of all seasons

WEEK 3 THEME: Farm Animals				
Monday	Tuesday	Wednesday	Thursday	Friday
Chickens and ducks	Cows	Pigs	Horses	Sheep and goats

WEEK 4 THEME: Halloween				
Monday	Tuesday	Wednesday	Thursday	Friday
Pumpkins and Jack O'Lanterns	Ghosts and goblins	Witches	Orange and black	Halloween and trick or treat

Lesson Plan Form

Name _____ Hour _____

WEEK 1 THEME:

Monday	Tuesday	Wednesday	Thursday	Friday

WEEK 2 THEME:

Monday	Tuesday	Wednesday	Thursday	Friday

WEEK 3 THEME:

Monday	Tuesday	Wednesday	Thursday	Friday

WEEK 4 THEME:

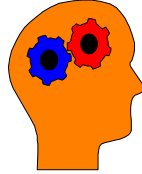
Monday	Tuesday	Wednesday	Thursday	Friday

Activity 17: Oh Baby, What a Brain!

Competencies addressed by this activity:

- 04. Analyze Growth and Development of the Young Child**
 - 04.01 Review Child Development Theories and Developmental Stages of Children
 - 04.02 Facilitate Physical, Intellectual, Social, and Emotional Development of Children
- 05. Promote Positive Guidance of the Young Child**
 - 05.01 Demonstrate Techniques for Positive Relationships with Children
 - 05.02 Provide Guidance that Promotes Positive Self-Concept
- 06. Identify Developmentally Appropriate Early Childhood Education and Services**
 - 06.01 Demonstrate Integration of Curriculum and Instruction to Meet Developmental Needs and Interests
 - 06.02 Develop Skills for Working with Special Needs Children

Oh Baby, What a Brain!



The First Years Last Forever

(*I Am Your Child* Campaign webpage, www.iamyourchild.org)

As a mother feeds her child, she gazes lovingly into his eyes. A father talks gently to his newborn daughter as he changes her diaper. A caregiver sings a child to sleep.

These everyday moments, these simple loving encounters, are providing essential nourishment. Just as their bodies need food to grow, science now tells us that the positive emotional, physical, and intellectual experiences that a baby has in the earliest years are equally necessary for the growth of a healthy brain.

At birth, the infant's brain has 100 billion nerve cells, or neurons. These neurons will grow and connect with other neurons in systems that control various functions like seeing, hearing, moving, and expressing emotion. These systems, activated by repeated experiences, provide the foundation for the brain's organization and functioning throughout a child's life. The absence of appropriate activation results in the lack of development or the disappearance of these connections.

The brain is the part of the body that allows us to feel joy or despair, to respond to others in a loving or an angry way, to use reason or simply to react. These capacities don't just magically appear—they result from the interplay between a child's heredity and the experiences he or she has during childhood.

At birth, the brain is remarkably unfinished. The parts of the brain that handle thinking and remembering as well as emotional and social behavior, are very underdeveloped. The fact that the brain matures in the world, rather than in the womb, means that young children are deeply affected by their early experiences.

Their relationships with parents and other important caregivers, the sights, sounds, smells, and feelings they encounter; and the challenges they meet—these don't just influence their moods. These experiences actually affect the way children's brains become "wired."

Principles Of Brain Development

- The outside world shapes the brain's wiring.
- The outside world is experienced through the senses—seeing, hearing, smelling, touching, and tasting—enabling the brain to create or modify connections.
- The brain operates on a "use it or lose it" principle.
- Relationships with other people early in life are the major source of development of the emotional and social parts of the brain. How can parents and care givers make a difference?

How can Parents and Care Givers Make a Difference?

Families and care givers have always known that they are important. The new research on brain development helps to explain why. It shows that children's early attachments have a vital influence on their brain development, and that everyone who cares for young children—parents, family, friends, neighbors, child care providers—can make a difference.

Essential to all of these efforts, of course, is a child's basic health and safety. Children need to be well-nourished (with breast milk at first, if possible), and have regular check-ups and timely immunizations. A doctor or nurse should be consulted when children are ill, and the places where they spend time need to be safe and "child-proofed." When young children ride in cars, they should always be in the back seat and strapped securely into a car seat.

Research in brain development and school readiness suggests the following ten guidelines that can help parents and other care givers raise healthy, happy children and confident, competent learners.

Promoting Young Children's Healthy Development and School Readiness: Ten Guidelines

Be warm, loving and responsive

When children receive warm, responsive care, they are more likely to feel safe and secure with the adults who take care of them. Researchers call these strong relationships "secure attachments," and they are the basis of all the child's future relationships. We have always known that children thrive when they feel secure; now we know that children's early attachments actually affect the way their brains work and grow.

Respond to the child's cues and clues

Infants can't use words to communicate their moods, preferences, or needs, but they send many signals to the adults who care for them. Among the cues and clues they send are the sounds they make, the way they move, their facial expressions, and the way they make (or avoid) eye contact. Children become securely attached when parents and other care givers try to read these signals and respond with sensitivity. They begin to trust that when they smile, someone will smile back; that when they are upset, someone will comfort them; that when they are hungry, someone will feed them. Parents who pay close attention to their children's needs for stimulation as well as quiet times help them form secure attachments.

Talk, read, and sing to your child

Making up stories about daily events, singing songs about the people and places they know, describing what is happening during daily routines—all of these "conversations" give your child a solid basis for later learning.

Establish routines and rituals

One toddler knows it is nap time because his mom sings a song and closes the curtains, as she always does. Another toddler knows it is nearly time for her dad to pick her up because her child care provider gives her juice and crackers. Daily routines and rituals associated with pleasurable feelings are reassuring for children, as caregivers have long known. Repeated positive experiences, which form strong connections between neurons in the brain, provide children with a sense of security. They also help a child learn what to expect from his environment, and how to understand the world around him. Children who have safe and predictable interactions with others have also been found to do better later on in school.

Encourage safe exploration and play

In the first months of life, the parents will be the child's whole world. Interactions between parent and child form the basis of all subsequent learning. As infants grow and are able to crawl and walk, they begin to explore the world beyond their care givers. Parents should encourage this exploration, and be receptive when the child needs to return to them for security.

Play is equally important as a learning experience. While many of us think of learning as simply acquiring facts, children actually learn through playing. Just watch a toddler at play, and it is easy to see how much he or she is learning.

Make TV watching selective

Television by itself can't teach an infant language, and it can't teach him how to communicate. Studies show that children who learn best in school have families who limit the amount of time they spend in front of the TV and are selective as to the kinds of shows they watch. Very young children are still learning about the difference between what is real and what is pretend. Some TV images strike them as delightful, but many other images can be confusing or even frightening. Be selective and involved in your children's TV habits. Don't use TV as a baby-sitter. Whenever possible, sit and watch programs together with your child, and talk about what you are viewing.

Use discipline as an opportunity to teach

As children grow, they become capable of even more exploration, discovery, and experimentation. In the process, they often experience more confusion and frustration. At times, their feelings can become very intense.

As children explore their ever-expanding world, they need limits and consistent, loving adult supervision. Studies reveal that the way in which adults provide discipline—which really means to teach—is crucial to their children's later development.

Recognize that each child is unique

Children have different temperaments: One child is outgoing, while her brother is more bashful and slow to warm up. Children also grow at different rates. Their ideas about themselves reflect, in large measure, your attitude toward them.

Choose quality child care and stay involved

Choosing a child care provider is one of the most important decisions families make. Research shows that high-quality child care and early education can boost children's learning and social skills when they enter school. But it is often difficult to decide which programs are good enough.

To make a good choice, visit and observe how the providers respond and interact with the babies and children in their care. Seek a provider who responds warmly and responsively to the baby's needs. Select someone who cares about children, is eager to learn about their development, and will give children individual attention and engage them in creative play and exploration. Find a setting that is clean and safe. Make sure that there are enough care givers so that your child can get individualized attention. Carefully check the provider's references.

After choosing your child care provider, stay involved. Drop in unannounced occasionally so you can see what your child's world is like during the day. Ask for frequent "progress reports." And don't be afraid to offer constructive suggestions to improve your child's experience. Studies show that the children who achieve better in school have families who stay involved in their care and education

Take care of yourself

Finally, parents and care givers need care, too. Taking care of our children is the most important, most wonderful, and often the most challenging job in our society. Because you provide the primary environments for infants and young children, your health and welfare are extremely important. When you are exhausted, preoccupied, irritable, depressed or overwhelmed, you will probably have a harder time meeting the needs of young children.

More information about this organization:

I Am Your Child <http://www.iamyourchild.org>

“I Am Your Child” is a national public awareness and engagement campaign to make early childhood development a top priority for our nation.

Since its spring launch in 1997, “I Am Your Child” has educated millions of parents and professionals about breakthrough new discoveries in the process of brain development. These findings reveal that the first three years of a child's life are more important for emotional and intellectual growth than previously thought. Through mass media, community mobilization, public education and policy outreach, parents and care givers across the U.S. and around the world are learning how to make a difference in the lives of young children.

“I Am Your Child” founders include Rob Reiner and Michele Singer Reiner, and Ellen Gilbert of International Creative Management, as well as a broad range of experts from the early childhood fields.

Activity 18: Guiding Children with Special Needs Resources

Competencies addressed by this activity:

- 06. Identify Developmentally Appropriate Early Childhood Education and Services**
- 06.01 Demonstrate Integration of Curriculum and Instruction to Meet Developmental Needs and Interests
- 06.02 Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Intellectual, Social, and Emotional Growth
- 06.03 Develop Skills for Working with Special Needs Children

Guiding Children with Special Needs Resources:

Panel Discussion:

Invite parents of children with special needs to discuss their experiences with the class.

Guest Speaker:

Invite a teacher of children with special needs to discuss methods of adapting the classroom and teaching techniques for children with special needs.

Invite a speech pathologist to discuss stuttering with the class.

Invite a dietician to explain diabetes and discuss procedures for caring for a diabetic child.

Field Trip:

Arrange for students to visit a child care center that has a program for children with special needs. Students should observe special equipment and techniques that are used with the children.

Activities for Children with Disabilities

DISABILITY	ACTIVITIES	EXAMPLES
Visual	Motor	Roll the ball Walk on a low balance beam
	Circle games	Finger plays Sing songs
	Sensory	“Feely” box Texture Lotto games
Language & Speech	Listening Skills	Listen to stories Sing songs Finger plays
	Communication	“Simon Says” Imitation games Acting games Puppet plays
Hearing	Speaking to children	Get child’s attention before speaking Speak at eye level Don’t exaggerate lip movement Sit the child close to the caregiver
	Helping children talk	State incomplete sentences completely Tell children if their voices are too loud or soft
Emotional	Arrival & Departure Transitional activities	Have same caregiver greet and prepare children to leave Remind children of the next day’s activities
	Rest time	Darken room, but not too dark May allow some children to complete quiet activities

Activity 19: Adapting Activities for Children with Disabilities

Competencies addressed by this activity:

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Adapting Activities for Children with Disabilities

Name _____ Class _____

Children with disabilities are much like other children. They have the same basic needs and enjoy doing many of the same things. Describe how each of the following activities could be adapted to meet the needs of a child with disabilities.

1. Easel painting

2. Story or circle time

3. Snack time

4. Playground activities

5. Nap time

Activity 20: Encouragement or Praise?

Competencies addressed by this activity:

- 05. Promote Positive Guidance of the Young Child**
- 05.01 Demonstrate Techniques for Positive Relationships with Children
- 05.02 Provide Guidance that Promotes Positive Self-Concept
- 05.03 Develop Skills for Promoting Positive Relationships with Parents and Caregivers

Encouragement or Praise?

Many teachers think they are encouraging children by giving them praise, however, praise can be discouraging. At first, praise and encouragement seem to be the same thing. This is because both praise and encouragement focus on positive behaviors. To understand the differences, think about the effect of praise versus encouragement.

PRAISE

Praise is a type of reward based on competition. It is given for winning and being the best. The teacher who uses praise teaches children, “If you do something I consider good, I will reward you by recognizing you.” Praise focuses on motivating children with external rewards.

ENCOURAGEMENT

Encouragement is given for effort or improvement. Its focus is on the child’s strengths and positive traits. A teacher is concerned about the child accepting him/herself and developing the courage to face difficult tasks. Encouragement helps a child feel worthy. It attempts to motivate children through internal means. Encouragement can be given when children feel they are not doing well or when they are facing failure.

Praise places value judgments on a child. For example:

“You are such a good boy!”

“I’m so proud of you!”

Encouragement focuses on internal evaluation and contributions. For example:

Demonstrating acceptance:

“I like the way you handled that.”

“I’m glad you enjoy learning.”

Show confidence:

“You’ll make it!”

“Knowing you, I am sure you will do fine.”

Express appreciation:

“Thanks, that helped a lot.”

“That was thoughtful of you”

Recognize effort and improvement:

“It looks like you really worked hard on that project.”
“Look at the progress you have made!”

Have students practice using encouragement rather than praise.

Activity 21: Guidance for Young Children

Competencies addressed by this activity:

- 05. Promote Positive Guidance of the Young Child**
 - 05.01 Demonstrate Techniques for Positive Relationships with Children
 - 05.02 Provide Guidance that Promotes Positive Self-Concept

- 06. Identify Developmentally Appropriate Early Childhood Education and Services**
 - 06.03 Develop Skills for Working with Special Needs Children

Guidance for Young Children

The following techniques are effective when working with young children. You may wish to use the transparency included with this lesson, or you may wish to make a bulletin board using this information. It would be effective to have students draw illustrations to represent each type of guidance.

1. **REDIRECTION:** Get the child to focus on something else. For example, if the child is angry at the blocks, lead him to a different area of the room and introduce a different activity.
2. **POSITIVE GUIDANCE STATEMENTS:** When guiding children, phrase all requests in a positive manner. For example, “Let’s walk to the blocks,” rather than “don’t run to the blocks!”.
3. **NATURAL AND LOGICAL CONSEQUENCES:** This means make the punishment fit the crime. For example, if Sally spills paint, she must clean up the mess she made.
4. **LIMITED CHOICES:** Do not give an unlimited number of choices unless the child can really have what is chosen. For example, “Do you want water or juice?” rather than, “What would you like to drink?”. Remember, only give choices if they are available.
5. **TIME OUT:** When a child has misbehaved or disobeyed a rule, she will be sent to a predetermined place to distance herself from the problem and gain composure. (last option, limited use)
6. **IGNORE THE NEGATIVE AND REINFORCE THE POSITIVE:** When a child’s behavior is inappropriate, focus on a child who is displaying the appropriate behavior and make a positive comment. If the first child changes his behavior, he should be immediately reinforced with a positive statement.

Guidance for Young Children

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Helping Children Develop Self-Control

1. Provide children with the opportunity to make a choice between two positive alternatives that lead to the same conclusion.

Example: If you want a child to wear his coat outside, you can say “ You may either put your coat on, or you carry it outside. It is really cold outside.”

2. Warn children about transitions and upcoming activities.

Example: Your family is leaving for dinner in one hour. You tell your child that you are leaving in one hour. Then remind your child again in enough time to accomplish her tasks before it is time to leave.

3. Remind your child to use correct behavior instead of the wrong behavior.

Example: Instead of saying “Don’t run in the house!”, you can say “We use walking feet inside, if you want to run you can go outside.”

4. Be a good role model for appropriate behavior.

Example: If your family rule is that everyone picks up after themselves when finished eating, make sure you model picking up your things so the child can see the behavior. And you can say, “I am finished eating, so I am taking my dishes to the sink.”

5. Help children with frustrating tasks.

Example: Explain how to tie shoes, model doing it, and be available to help with the task.

6. Use logical consequences that are respectful, reasonable, and related to the misbehavior.

Example: If you ask your child to hang up a wet swimming suit and towel and they do not do it, they can expect a wet, uncomfortable swimming suit the next day.

7. Communicate your feelings and emotions to the child in a safe and calm manner.

Example: If you are upset over something a child has done, let him/her know the specific behavior you did not like, how it made you feel, and can be done differently. Let them know that it is the behavior you dislike, not the child. “When you talk back to me in a loud voice, it hurts my ears. Please use your quiet voice.”

8. Help children express their feelings and validate when they tell you.

Example: your child is angry with you because he doesn’t want to take a bath. He says, “I don’t like you! I never want to take a bath.” You can respond, “I see you are mad at me and don’t like me right now. But it is time to take a bath.”

9. Brainstorm with children about other alternatives to misbehavior.

Example: A child hits his friend because he is mad. Help the child think of an alternative behavior. he could do instead of hitting.

Activity 22: Learning Centers for Infants & Toddlers

Competencies addressed by this activity:

- 04. Analyze Growth and Development of the Young Child**
 - 04.01 Review Child Development Theories and Developmental Stages of Children
 - 04.02 Facilitate Physical, Intellectual, Social, and Emotional Development of Children

- 06. Identify Developmentally Appropriate Early Childhood Education and Services**
 - 06.01 Demonstrate Integration of Curriculum and Instruction to Meet Developmental Needs and Interests
 - 06.02 Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Intellectual, Social and Emotional Growth

Learning Centers for Infants & Toddlers

The following are ideas for infant/toddler learning centers. They were taken from *Prime Times: A Handbook for Excellence in Infant and Toddler Care* by Jim Greenman and Anne Stonehouse, 1996.

Infant Reaching/Grasping/Kicking Area

*Various materials hanging on rope, elastic, or fabric, an activity gym

Infant peek-a-boo/Object Permanence Area

*Divider with holes in it, large appliance carton with holes cut in, curtained area. Objects on a string that swing in and out of sight. Hiding objects under a blanket, pillow, etc.

Climbing Area

*couch, couch cushions, planks, low cubes and rectangles, plastic milk crates, air mattress, one or two stairs.

Mirror Area

*various mirrors attached to walls, or attached to divider backs (preferably non-breakable mirrors)

Infant Blocks

*large cardboard/milk carton, plastic foam blocks, sturdy boxes

Toddler Block and Construction Area

*Large cardboard, milk carton or cardboard blocks, large plastic or foam blocks

*small unit blocks, Duplo building blocks

*props: wheelbarrows, trucks, wagons, dolls, and vehicles

Vehicle Center

*Infants: smooth wooden and plastic vehicles

*Toddlers: trucks, cars, trains, props such as little plastic people, houses, trees, small rocks, and wood, blocks, and ramps

Hauling/Transporting/Push-Pull Area (contents to be used throughout the room)

*pull toys, wagons, shopping carts, baskets, bins, buckets, cardboard boxes, toy boxes, mail slots, and tubes

Soft Toy Area

*all sorts of stuffed animals and pillows

Dramatic Play

*prop boxes, cubbies, small tables and chairs, appliance boxes, flashlights, old baby equipment such as car seats, changing pads, etc., Ace bandages, paint brushes, bowls and buckets, household items, found or salvaged “junk” that is safe

Language and Book Area

*pictures of objects that have meaning for children, sturdy books (cardboard pages), special picture books that may be used with adult supervision, pillows, couch, chairs, futon, stuffed animals, tape recorder (used with adults).

Home Corner Area

*child sized stove, table and chairs, refrigerator, beds for dolls (important that they’ll be big enough and sturdy enough for children to lie in as well), strollers and buggies.

*props include: dishes, dolls with pieces of clothing to wrap around them (simpler than doll clothes to take off and put on), blankets, saucepans and other cooking implements, handbags

Costume Area

*helmets, hats, carpenters aprons, goggles, belts, shoes, scarves, mitts, animal noes, wigs, ace bandages, nets, all sorts of dress up clothes

Art and Expressive Materials Area

*White board, chalkboard (can be used on the floor), easel, crayons, pencils (chunky for ease of use), newsprint or other large pieces of paper for whole arm scribbling, Etch-A-Sketch taped to a wall or table, thick paints, collage materials, paste, cardboard, wood, tape, tables

Messy Area

*sand table, texture/water table, dish/garden tubs, sinks, smearing surfaces such as tabletop or linoleum tiles, sponges, brushes, dish towels.

Manipulative Materials Center

*wading pool, pit, table with rim, small rugs for surfaces, unstructured materials such as juice lids, pipe pieces, knobs, wood pieces, stones, poker chips, large washers, shoe laces, straws, manipulative materials from catalogs, large beads to string, any sort of container such as cans, cups, buckets, baskets, pans, boxes, tennis ball cans.

Action Center

*busy boxes, switches, zippers, Velcro fasteners, locks and latches, doors, pounding benches, ramps, tubes, containers to drop or roll materials into; things to take apart.

Animal Center

*rubber or wooden animals, pictures, animal masks or noses, puppets, places for animals to live, props to create fences.

Cozy Areas, Places to Pause

*all sorts of cushions and pillows, couch, bed, throws, beanbag; innertubes, throw rugs, bolsters, futons, blankets, parachutes, sheets, canopies, boxes, plastic wading pools.

NOTE: have more than one cozy area.

Body Image Space

*area that reflects the child's whole body movement: a space filled with beach balls, paper, hanging fabric.

Surprise Area

*place where surprises or new experiences occur. (of course this will not be the only place for surprises and new experiences)

Please Smell Area

*scent boxes, leaves, flowers, and plants

Please Touch Area

*different textures, coldness, hardness, smooth metal, rough bark, ice, sandpaper, velvet, corrugated materials

Please Look Area

*mirrors, kaleidoscopes, colored plastics, smoked Plexiglas, paintings, videos, wave tubes, and fish tanks

Zoo Area

*birds, hamsters, chameleons, bunnies, fish, frogs

Outdoor Area

*hills, paths, boulders, stumps, wading pools, water, tunnels, shrub mazes, footpaths, wagons, push-along carts, ponchos, shade umbrellas

The Value of Pre - School Activities:

Play is Learning!

When children build with blocks...

- they learn to use their imagination to create something from their own thinking
- they have the satisfaction of being able to make something
- they learn about sizes and shapes, weights and balances, height and depth, smoothness and roughness
- they are exercising their bodies
- they learn to play with others

When children paint...

- they are more concerned with the process they are going through than with a finished product.
- they learn about colors and how they can use them
- they learn how to use their imaginations and transfer their ideas to paper
- they get emotional satisfaction from being able to express themselves
- they learn how to use small muscle coordination to handle a brush
- they learn to make choices and decisions

When children play on outdoor equipment...

- they learn how to use their bodies effectively
- they experience joy in achieving a skill
- they have fun and relaxation found in bodily movement
- they learn the limitation of their bodies
- they learn safety and caution
- they learn to take turns and to share equipment

When children play in the housekeeping corner...

- they learn the roles of mothers and fathers and children
- they understand what it feels like to play at being somebody other than themselves
- they learn to use their imaginations
- they learn how to cooperate with other children

When children use paper and paste...

- they learn how to use materials like scissors, and paste/glue
- they learn how to use their imaginations to make what they have in mind
- again, the process, not the finished product, is important to them
- they learn about shapes, sizes, colors, and textures

When children play in the sand and water...

- they find it soothing to bury their hands in sand and pour water in and out of cups
- they are able to relax with these types of media and center their attention on a task
- they have the opportunity to play alone and not have to compete with other children as with some activities
- they have a great opportunity to learn about size and measurement, experimenting with measuring spoons, cups and different sized containers
- they learn which kinds of things float on water
- they are not concerned with a final product, so they are not frustrated

When children work with puzzles...

- they have the opportunity to work alone or together with other children
- they gain satisfaction in completing a puzzle and builds their self confidence
- they have an opportunity to improve eye hand coordination
- they will use skills learned in doing puzzles later when they learn to read – putting letters to sounds, making words with letters, and making stories with words

When children listen to stories or look at books...

- they learn to listen
- they have an opportunity to increase their vocabulary by hearing new words read to them
- they learn about different concepts, people, and places
- they learn to enjoy books and reading
- their minds are stimulated, visualizing the things they are hearing about

When children cook...

- they learn to follow directions
- they stimulate and use all five senses
- they learn to recognize colors and shapes from different kinds of foods and kitchen utensils
- they have the opportunity to use different tools and equipment to improve small muscle coordination

When children listen to music, sing, or dance...

- they learn to appreciate music from different countries, cultures, and time periods
- they learn to express themselves and their ideas
- they increase their vocabulary
- they gain satisfaction from participating in an activity that can be fun, physical, and enriching

When children do manipulative activities...

- they explore new concepts, practices emerging skills, and reinforces skills already mastered
- they develop fine motor practice
- they learn about classifying, sorting, predicting, problem solving, and analyzing the results
- they develop their knowledge of the world around them using real objects and concrete examples
- they learn how to learn

When children play with puppets...

- they are able to verbalize their feelings using words
- they can begin to understand the feelings of others
- they can role-play and perhaps find solutions to situations that may disturb them
- they stretch their imaginations

Activity 23: Immunizations for Children

Competencies addressed by this activity:

07. Establish and Maintain a Safe and Healthful Learning Environment

07.01 Demonstrate a Safe Learning Environment for Children

07.02 Establish and Maintain a Safe and Healthful Learning Environment for Children

Immunizations For Children

AGE	IMMUNIZATION
2 months	Oral Polio, DTP (Diphtheria, Tetanus, & Pertussis), and HbCV
4 months	Oral Polio, DTP, HbCV
6 months	DTP, Measles, and HbCV
12 - 15 months	Oral Polio, Measles, Mumps, Rubella, HbCV
15 – 18 months	DTP (booster)
4 to 6 years	Oral Polio and DTP (booster)

Keep Me Home If....

I'm vomiting

**I have a rash,
lice, or nits**

**I have
diarrhea**

**I have an eye
infection**

**I have a sore
throat**

**I'm just not
feeling good**

**I have a
fever**



Activity 24: Emergency!!

Competencies addressed by this activity:

07. Establish and Maintain a Safe and Healthful Learning Environment

07.01 Demonstrate a Safe Learning Environment for Children

07.02 Establish and Maintain a Safe and Healthful Learning Environment for Children

EMERGENCY!!

Professionals working with children need to develop skills in handling medical emergencies. Cut the following situations into strips and hand one to each class member. Have students decide how to handle each of the situations.

Joni is standing in the corner coughing very hard
Sam got a sliver in his finger
Jessie twisted her ankle and says she can't walk.
John bit Jamie so hard, that she began to bleed.
Justin slipped on the playground and his knee is bleeding.
Tasha fell and bumped her mouth. Her front tooth was knocked loose.
David has some chalk dust in his eye.
Wayne was playing with a game and swallowed one of the pieces
Tiffany drank red tempura paint because she thought it looked like punch.
Matthew was running with a pencil in his hand. He tripped and fell and the lead stuck in his palm.
Melissa got a paper cut from a book she was reading

First Aid Kit

Recommended Contents for a Child Care Provider

- 1. A quick reference first aid manual**
- 2. Surgical soap (no hexachloraphene)**
- 3. 20 – 30” x 30” sterile gauze squares**
- 4. Scissors**
- 5. Tweezers**
- 6. 25 assorted bandages**
- 7. 1 roll 2” flexible gauze bandage**
- 8. 1 roll 4” flexible gauze bandage**
- 9. Cotton and/or soft tissue**
- 10. Tongue depressor**
- 11. Cotton tip applicator**
- 12. 1 roll 1” bandage tape**
- 13. Thermometer (auxiliary or oral)**
- 14. Syrup of Ipecac (10, 1 oz. Bottles)**
- 15. 1 box rubber gloves**
- 16. Ace bandage**
- 17. Alcohol base wipes of 70% alcohol**
- 18. Safety pins**
- 19. Small flash light**
- 20. Large cloth for sling**
- 21. Magazines to immobilize arm**

Activity 25: Nutrition Know-How

Competencies addressed by this activity:

07. Establish and Maintain a Safe and Healthful Learning Environment

07.01 Demonstrate a Safe Learning Environment for Children

07.02 Establish and Maintain a Safe and Healthful Learning Environment for Children

Nutrition Know-How

It is the responsibility of the caregiver to provide wholesome and nutritious food for the children under his/her care. Children are growing and changing rapidly, they extend a lot of energy. Their nutrient and energy needs must be met in order for proper growth and development to take place.

Children are generally more interested in how foods taste, look and feel than in the nutritional value. For this reason, caregivers must offer nutritional foods that are attractive, with a variety of texture, color, and flavor. Be sure to serve child-sized portions (about the size of the child's fist, or 1 Tbs. per year of age). Remember that children love finger foods. It is a good idea to introduce ethnic foods or foods from other cultures. This is especially true when children from other cultures attend the child care center.

Special tips for encouraging children to eat nutritious foods:

1. Children should be encouraged to try new foods, but never forced to eat everything they have been served.
2. Be aware of any food allergies or intolerance that the children may have. It may be necessary to provide special foods to some children, such as diabetics.
3. Be sensitive to the nutritional needs of all the children.
4. Food should never be used as a punishment or as a reward.
5. Meal and snack times should be used as a time for friendly conversation, always pleasant and unhurried.
6. Remember, children enjoy being involved in food preparation and should be allowed to participate whenever possible.
7. It is important that adults model good behavior and that good manners be taught. If they hear you using "please" and "thank you", they will be more likely to use those words, also.

Activity 26: USDA Guidelines: Meal Patterns for Children Ages 1-12 Years

Competencies addressed by this activity:

- 07. Establish and Maintain a Safe and Healthful Learning Environment**
- 07.02 Establish and Maintain a Safe and Healthful Learning Environment for Children
- 07.03 Conduct Positive Food Experiences for Children that Promote Healthy Eating

USDA GUIDELINES

MEAL PATTERNS FOR CHILDREN

Ages 1-12 Years

FOOD	1-2 Years	3-5 years	6-12 years
Breakfast 1. Milk 2. Juice (fruit, vegetable) 3. Bread or bread alternate Cold dry cereal Hot cooked cereal	½ cup ¼ cup ½ slice ¼ cup ¼ cup	¾ cup ½ cup ½ slice 1/3 cup ¼ cup	1 cup ½ cup 1 slice ¾ cup ½ cup
Snacks (select 2 groups) 1. Milk 2. Juice (fruit, vegetable) 3. Meat or meat alternate 4. Bread or bread alternate Cold dry cereal Hot cooked cereal	½ cup ¼ cup ½ oz. ½ slice ¼ cup ¼ cup	½ cup ½ cup ½ oz. ½ slice 1/3 cup ¼ cup	1 cup ½ cup 1 oz. 1 slice ¾ cup ½ cup
Lunch/Supper 1. Milk 2. Meat, Poultry or Fish Egg Cheese Cooked dry beans or peas Peanut Butter 3. Vegetable or fruit 4. Bread or bread alternate	½ cup 1 oz. 1 1 oz. ½ cup 2 Tbs. 1/8 cup 1/8 cup ½ slice	¾ cup 1 ½ oz. 1 1 oz. 3/8 cup 3 Tbs. ¼ cup ¼ cup ½ slice	1 cup 2 oz. 1 2 oz. ½ cup 4 Tbs. ¼ cup ½ cup 1 slice

Sample Menu

Name: _____ Class: _____

DIRECTIONS: Using the USDA serving guidelines along with the food guide pyramid, plan a two day menu for children in a child care center. Choose foods that are wholesome and nutritious as well as desirable to children.

	Breakfast (Food/svg size)	AM Snack (Food/svg size)	Lunch (Food/svg size)	PM Snack (Food/svg size)
DAY 1				
DAY 2				

Activity 27: Adaptation of Entrepreneurship Star Event Child Care Services

Competencies addressed by this activity:

- 03. Examine Standards and Policies in Early Childhood Professions**
 - 03.02 Examine Federal, State, and Local Regulations and Policies governing Child Care Facilities

- 08. Examine Entrepreneurship Opportunities in the Child Care Industry**
 - 08.01 Analyze Opportunities and Options for Becoming an Independent Business Person in Early Childhood Professions
 - 08.02 Examine the Requirements for Starting a Home-Based Business
 - 08.03 Develop Business Management Skills in Planning a Business in Early Childhood Professions

Adaptation of Entrepreneurship STAR Event Child Care Services

Entrepreneurship is an individual or team event that recognizes participants who develop a plan for a small business using knowledge and skills from family and consumer sciences courses and sound business practices. In its entirety, this project is large and complex. Teachers are recommended to use it in whole or part, and/or modify it for personal classroom use.

BUSINESS PLAN:

1. Title page should include name of participant, business, and summary of goals and accomplishments
2. Table of contents
3. A two-page executive summary
4. Seventy-five pages (one side only, presentation of items researched and developed)

CONTENT PAGES OUTLINE

I. BUSINESS DESCRIPTION

- A. Name of the business (something catchy that has to do with your center)
- B. Services (what services are offered – full day care, infant care, pre-school, etc)
- C. Hours of operation (daily hours, holidays, etc.)
- D. Philosophy statement (describe your personal beliefs, feelings or basis for opening a care center)
- E. Demographics (describe the neighborhood or general public feeling and beliefs, including statistics, if possible)
- F. Business feasibility (how possible it is to actually open this center, is there a vacant spot, would the community support the center, are there other centers in the area that would provide competition)
- G. Community survey, date/market survey (make door to door, phone, mail or word of mouth survey, outline possible questions and how they will be asked, how will you collect and evaluate the information)

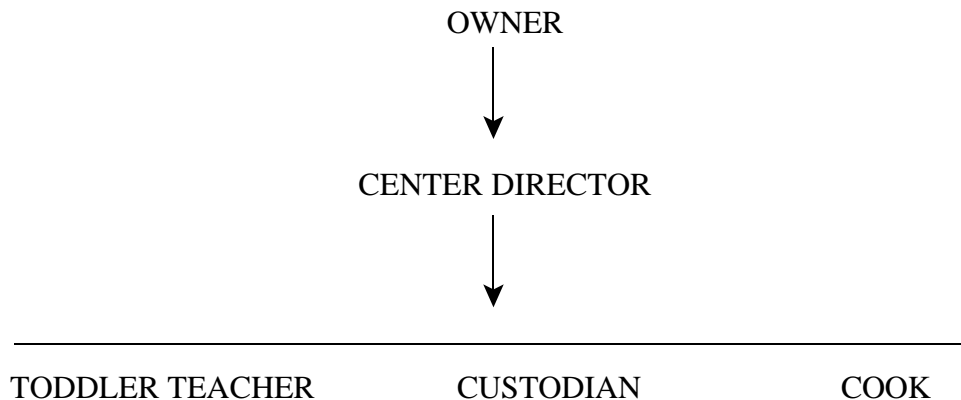
II. FACILITY

- A. Space: Make a floor plan for an indoor and outdoor facility. Include walls, windows, doors, utilities, and overall physical dimensions. How many square feet? Make sure you follow guidelines in the Child Care Standards.
- B. Description: Write a description of where your facility will be located and check with zoning in each city and state

- C. Utilities: What utilities will be needed for your center to work effectively? (include road access, parking, electricity, gas, water, waste disposal, sewage removal, snow removal, etc.)
- D. Emergency Procedures: Include emergency procedures such as fire, flood, no heat, poison ingestion, illness, earthquake, etc.

III. ORGANIZATIONAL CHART

An organizational chart is like a map. It visually shows who supervises whom. Include a brief job description for each staff member and a list of tasks or duties that must be completed on a regular basis. Below is an example of an organizational chart.



- A. Job titles: Make a list of all personnel you will need for a child care center.
- B. Tasks: List each job title and write a description for each job or task that each person must complete. List any responsibilities and specific job functions. Make sure each list is complete for each job.

IV. FUNDING FOR BUSINESS

- A. Methods/Sources: Where will you receive the financial means to begin your business (don't count on the lottery, inheritances, or gambling)? Some means of support might include corporate support, government agencies, grants, private donations, or small business loans. If you are taking out a loan you must know the following information.
 1. From what financial institution did you receive the money?
 2. At what percentage rate did you borrow the money? (Shop around % rates vary per institution)
 3. How long do you have to pay back the money?
 4. What will your monthly bill be?

5. How will you spend the money once you receive it? (include building costs, equipment, supplies, materials, upkeep, maintenance, insurance, equipment, salaries, and food costs)

- B. Fee Structure/Income: This section involves figuring out how much income you need on a regular basis. First figure out how many children you can have in your center. Then figure the fee structure for the care you will provide. Infant care is more costly than that of all other ages. Check with at least two care centers before deciding what your fee structure will be. Once you have decided your fees and how many children you will have, you must complete some basic calculations:

$$\begin{aligned}\text{\# of children} \times \text{monthly fee} &= \text{Total monthly income} \\ \text{Total monthly fee} \times 12 \text{ (months)} &= \text{Yearly income}\end{aligned}$$

This number will give you the information to appropriately evaluate if you can pay your bills.

V. BUDGET

- A. Income: in the previous section you computed your income. Repeat the above section. Make any adjustments.
- B. Expenditure: list approximate costs of items you need to run your center. Include all the things that you must have, then list the items that would be nice to have.
- C. Financial Procedures: now that you have completed your income and expenditures, you need to compute if you are going to break even or if you have an excess or shortage. You may need to recalculate, depending upon your needs. Discuss how you plan to track financial transactions and who will be in charge of the money. How often will transactions be made? Make a schedule for payment of bills, etc.

VI. FORMS/RECORDS

Devise a plan for record keeping; this will help you keep track of all financial transactions, employees, and clients.

- A. Financial: Forms must be used to keep track of income and expenditures. You may wish to use a traditional ledger book, or you might want to plan your own computer system. "Maggey" is a great system for most daycare records and needs. Although "Maggey" is designed specifically for daycare and considered a must for most centers, it is expensive (about \$1,400.00). Another excellent financial program is "Quicken". It can do most small business accounting. Whatever you choose, make sure it is a system that you can work.

- B. Personnel: records need to be kept on a variety of topics. You need to keep track of all personnel (the people who work for you). You might need personnel employee cards that give information such as: name, address, phone number, social security number, tax information, degrees, hours available, qualifications, and background check information. You will need all this information for all employees and substitutes.
- C. Clients: information should be kept for all clients. This information may include: child's name, parents names, address, place of business, emergency information, allergies, abnormal behavior, pickup information, means of payment, immunization records, health, medication, accidents, field trip releases, and special instructions. You may wish to include records of licensing procedures.

VII. PERSONNEL MANAGEMENT

- A. Hiring procedures: how will you announce that you have positions available? You will need a job application, interview method, and hiring procedures.
- B. Salaries and benefits: make a salary schedule for all employees. Include beginning wages and pay increments that will occur on a regular basis. Include a plan for pay raises and qualifications for advancement. The following benefits should be included: insurance, lunches, classes, free child care, etc.
- C. Policies and procedures: make a list of policies that personnel need to follow on the job: language, duties, emergency procedures, promptness, dependability, roll call, billing, dress, etc.
- D. Evaluations/appraisals: identify methods of evaluations: rating scale, observation, interview, etc. How often will evaluations take place? Most companies have evaluations on a three, six, and nine month basis for the first two years, then a yearly evaluation, thereafter.

VIII. LAWS, REGULATIONS, AND CODES

- A. Health: all employees must follow safety procedures and treat children in a healthy way.
- B. Environment: check with your teacher for a copy of state and local codes.
- C. Fire: all centers should have fire extinguishers and fire exit procedures. Call your local fire department for more information on these requirements. Many fire marshals come and inspect the center for safety.
- D. Insurance: most insurance companies require specific things before they will insure you. Call several companies to get detailed information, estimates, and quotes on various plans.
- E. Zoning: check with your local city or zoning laws before opening any center. You can call most city offices to find out who to contact for more information. Make certain your business is properly zoned for a business license. An inspection will be made before a license is issued.

IX. LOCAL, COUNTY, STATE CODES

All state codes for child care vary slightly. Call your local office of child care and have them send you a copy of the guidelines. This information is usually free.

X. SUPPLIES AND EQUIPMENT

- A. Suppliers: make a list of all companies or businesses from whom you plan to order. You will need the name of the business, a contact person, address, phone number, FAX, methods of purchasing, and types of supplies available. Always compare prices before ordering. Many companies will give quantity or educational discounts. Know the return policy (if you are not pleased with the items, you can return them).
- B. Inventory: provide a detailed list of the equipment and supplies needed for the center. Categorize them to help you keep track of long range purchases. The following categories may be helpful:
 - 1. Furniture: make sure it is comfortable and fits the needs of the child. Most furniture should be scaled for the children at your center. Furniture includes tables, chairs, room dividers, etc.
 - 2. Books: you need to have resource books for teachers and children. Outline the title, author, publishing company, ISBN #, and cost. It is usually helpful to write a brief description of each story.
 - 3. Building Services: Building services include necessities such as: clocks, tape recorders, record players, bell systems, fans, portable heaters, cameras, garbage cans, chalkboards, trays, easels, flannel boards, etc.
 - 4. Housekeeping supplies: Housekeeping supplies include dish rags, dish cloths, cleaner, sponges, mops, soap, brooms, dustpans, aprons, cleaning fluids, toilet paper, diapers, paper towels, paper plates, cups and dish soap.
 - 5. Toys: Review the concepts about selecting proper toys for children. Keep in mind that you need duplications of many toys, especially toys that only involve one child. Choose a wide selection so that toys can be rotated.
 - 6. Outdoor Equipment: Safety is the key factor when selecting outdoor equipment. Select items that are durable and will last more than one year.
 - 7. Teacher Supplies: What items will you need to have for your staff? (copy machine, ditto copier, laminator, planning books, etc.)
- C. Maintenance and repairs: Many furniture items need to be repaired at some point. This will help ensure child safety. Who will perform your repairs? How much will they charge? Who will take care of your grounds and facilities?
- D. Replacement: Formulate a plan for replacing equipment. How often will you need to purchase expendable supplies? What new items will you buy yearly?

XI. ADVERTISING/RECRUITMENT

Develop a plan of advertising. Decide how you will advertise, who will advertise, and the cost. Include examples of your advertisements in this plan.

- A. Advertising plan: Include how you are going to inform the public that your center is opening.
- B. Plan for recruiting children. How are you going to keep enrollment up for your center?
- C. Sample ads. Include two sample ads of what your advertisements will look and sound like .

XII. PROGRAMS AND ACTIVITIES

This section requires that you give examples of the types of programs you will have available at the center.

- A. Children's Program and Activities: Design the daily activities for children at your center and include a schedule of these daily activities. This acts as an excellent reference for teachers to write their lesson plans. All activities should be provided to benefit the child. Be sure to include all areas of development: physical, social, emotional, and intellectual. Activities may include: music, structured play, transitions, concepts, stories or books, art and food experiences. After you complete your daily activity schedule, plan a one month calendar of possible themes.
- B. Food and Nutrition: Decide which meals and snacks will be served at your center. Will you offer breakfast, lunch, and/or dinner? Plan a daily, weekly, and monthly menu. Specify how often you will meet the nutritional requirements for the children you serve. Specify who will prepare meals, what requirements they must meet and food portions. Include a food budget showing the cost per meal, per child.
- C. Parental Involvement: Many child care centers have open houses, back to school nights, spring programs, or a co-op program where parents participate in actual daily experiences. Devise a plan that includes parents in your center.
- D. Special Events: Identify activities that children would not participate in on a daily basis. Your center may provide experiences such as field trips, dancing lessons, music lessons, computer lessons, Karate, or anything else that might interest children. Make a schedule of when these activities will be offered, additional costs, who will teach them, and permission slips for parents.
- E. Transportation: Many centers provide transportation during opening hours for some children. Will you have a bus? Who will be qualified to drive the bus? When will the bus be used? Include transportation procedures for field trips or special events. Include a parent consent form or explanation letters for parents, how many

adults will assist the children and how you will keep track of the children. Do not forget to plan for emergency procedures for children who are being transported.

- F. Cooperative Community Agencies: Make a list of people who are supportive of your center. Include names, addresses, phone numbers and areas of expertise. Some community agencies might include: social services, dentists, farmers, museums, and McDonald's.

XIII. RESOURCES

Pamphlets, booklets, phone numbers, addresses, and child bibliographies need to be collected and put neatly into this section.